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ABSTRACT

Part 1 of a two-part handbook presents course information, reading materials, and sample exercises for a distance education course designed to enhance an understanding of the nature of family literacy needs and to show how to develop and teach in family literacy programs. The first section discusses the structure of the course, the assessment scheme, texts, and assignments. The second section presents a required reading for the course, "Family and Intergenerational Literacy Programs: An Update of 'The Noises of Literacy'" (Ruth S. Nickse). The third section contains readings for the two required modules of the course, which address the need for family literacy and planning issues. The fourth section consists of an introduction to the six elective modules. The fifth section presents reading materials and a sample exercise related to the third module (an elective module) of the course--proposal writing. Some modules contain selected abstracts from the ERIC database. (RS)

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ED 399 513

Education L530:
Developing Family Literacy Programs
Course Handbook I

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Contents:

I. Course Overview:
Structure, Assessment Scheme, Texts and Assignments

II. Required Reading: "Family and Intergenerational Literacy Programs: An Update of 'The Noises of Literacy,'" by Ruth S. Nickse

III. Required Modules (1 and 2)

IV. Introduction to Elective Modules (3 through 8)

V. Elective Module 3

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Education L 530

Developing Family Literacy Programs

This course is designed to enhance an understanding of the nature of family literacy needs and to show how to develop and teach in family literacy programs. The objectives of the course are to learn how to:

1) appreciate the nature of family literacy and the kinds of literacy issues involved in providing for parents and children;

2) understand the factors involved in planning a family literacy program;

3) assess the needs of families in a particular situation and put forward a plan for meeting those needs;

4) develop custom-designed curriculum that provides for parents' needs;

5) develop custom-designed curriculum that provides for children's needs;

6) choose appropriate books for children of various ages and select other published materials;

7) build lessons around parent and child curriculum materials, integrating parent and child activities;

8) evaluate the success of the program using a mixture of standard and custom-designed measures.

Structure of the Course

A total of 8 modules is available, with 2 assigned and 6 elective.

Your work will be based on 6 of those modules: the 2 assigned plus 4 of the electives. You will choose 2 of your 4 elective modules in which to complete extensive applications.

Assigned modules
1. The need for family literacy: what is family literacy?, literacy and language issues, need for programs.

2. Planning issues: type of program, target audience, level of involvement, recruitment.

Each assigned module consists of readings and is assessed by a focused response paper.

Elective modules (choose 4 of 6)
3. Proposal writing: need, courses, timing, recruitment, curriculum, and personnel.

4. Curriculum materials for parents: parenting, materials in the home, school involvement.

5. Curriculum materials for children: child development, reading and writing activities.

6. Published materials: choosing appropriate children's books, use of libraries and other resources.

7. Lesson plans: integrating parent and child activities.

8. Evaluation: need, methods, instruments, analysis, and feedback.

Each elective module consists of readings and a sample exercise, and is assessed by a practice exercise. You will receive feedback on your practice exercises in preparation for extensive applications in two of the four modules for which you have completed the practice exercises.

Assessment scheme

Submission 1: Response papers for Modules 1 and 2 [20 points x 2 = 40]

Submission 2: Practice exercises for two Electives [10 points x 2 = 20]

Submission 3: Practice exercises for two Electives [10 points x 2 = 20]

> You will receive feedback on these practice exercises in preparation for Submission 4, which consists of extensive applications in two of the four modules for which you have completed practice exercises.

Submission 4: Applications for two Electives [40 points x 2 = 80]

Course Texts

Nickse, R. S. (1990). *Family and intergenerational literacy programs: An update of "The noises of literacy"*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 327 736)

Literacy Volunteers of America. (1991). *How to add family literacy to your program.* Syracuse, NY: author.

Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

ASSIGNMENTS

RESPONSE PAPERS

Module 1 — The Need for Family Literacy

Write a focused response paper of 2-3 pages, based on the readings for the module, designed to convince your congress representative of the importance of family literacy to the nation, your state, region or city.

Module 2 — Planning Issues

Write a focused response paper of 2-3 pages, based on the readings for the module, designed to convince a school board/local business consortium of the need for certain elements in a family literacy program.

PRACTICE EXERCISES

Each of these practice exercises should be about one page in length. For examples similar to these practice exercises, see the texts of Modules 3-8.

Module 3 — Proposal Writing

Write notes outlining a proposal narrative for a family literacy program in Wide County (described below). Include notes on the need for the program, the funders and partners to be involved in the program, the facilities needed for the program, when and how often families should be involved, outline of curriculum, and recruitment strategies.

Wide County

The population of Wide County is scattered in small towns and farms over a large area. This economically-depressed county has a low level of educational achievement, both among adults and children. Most adults did not complete high school and a large majority of the school-age children are below national averages in tested ability.

Several school district supervisors in the county have expressed concerns about the low levels of literacy. They are frustrated by their inability to make much progress when there is little support in the children's homes for education and so many of the children live in isolated areas. At present, a mobile library completes a circuit of the county every month, visiting all the towns and some of the larger farms. However, the number of families using this service is only about 10% of the potential audience.

You work for one of the school districts and your supervisor asks you to plan a family literacy program that will involve as many families as possible across the county.

Module 4 — Curriculum Materials for Parents

Outline the design of curriculum materials for teaching the adult education life skills topic "Shopping on a budget" described below. These materials should be for two hours of class activity. Describe the materials and outline how you would use them. (It may help to imagine that you are providing these materials for another teacher to use.)

Shopping on a budget

Parents in your program are having difficulty providing for their children on the money they receive in welfare and food stamps. Few of them compare prices when they shop or consider unit prices of grocery items. None of them prepares a budget to allocate percentages of their income to different expenditures.

Module 5 — Curriculum Materials for Children

Outline the design of curriculum materials for teaching the children's literacy topic "Recognizing letters" described below. These materials should be for a total of one hour of class activity. Describe the materials and outline how you would use them. (It may help to imagine that you are providing these materials for another teacher to use.)

Recognizing letters

Young children often have difficulty recognizing and distinguishing the letters of the alphabet. Develop some materials for a group of 10-15 children to practice recognizing and using the letters of the alphabet.

Module 6 — Published Materials

Review a children's book and describe an activity for children that relates to the book. In your review, summarize the story, indicate an appropriate age-range, and evaluate the suitability and interest of the book. For the activity, describe what the children (and possibly parents) would do and explain how the activity ties in with the story, characters or other aspects of the book.

[The choice of book is up to you, because any specified book may not be available.]

Module 7 — Lesson plans

Plan the outline of 5 hours of activities for the family literacy topic "Writing our history" described below. Set out an overview of your plan, including objectives, materials and activities connected with your teaching. (You do not need to produce the materials—just describe what they would be.)

Writing our history

In a family literacy program in a small town, those attending range in age from 8 to 80. They enjoy reading and writing together, but now want to take on a larger project. Someone suggests that there is a lot of history inside the heads of the program participants, and so they decide to investigate their family and community histories.

Module 8 — Evaluation

Develop a set of 3 rating scales to assess the activity "Family behavior during role play" given below. You should list about 10 criteria that are likely to be important factors in the success of the activity, and then select from them 3 topics for the rating scales. Each 1-5 rating scale should have anchoring descriptors for ratings of 1, 3 and 5.

Family behavior during role play

As part of a family literacy program, parents spend 20-30 minutes each day playing with their young children (with building blocks, in the kitchen area, etc). Some of them can enter into the spirit of imaginative play better than others and some seem to lead more interesting "lives" during play. You want to find out just what is working well and whether parents are improving in the skill of playing with their child and the children are benefiting from the experience.

7

APPLICATIONS

Choose two of the electives for which you have completed practice exercises and received feedback. For each of these electives, develop a detailed application, following the guidelines below. It is preferable that your application be based in a real family literacy situation, but, if one is not available to you, develop your own fictional family literacy setting.

In either case, describe the family literacy program in sufficient detail to set the applications you develop in a clear context. Such details might include (depending on the module concerned) the nature of the families, the ages of the children, the education needs of the parents, and the type of program being provided.

Note: Your assignments are very likely to include new ideas and information of use to other educators. We plan to make available on the Internet a selection of the assignments from this course. Therefore, please provide contact details with your assignments in case other educators wish to ask for further information.

Module 3 — Proposal Writing

Write a proposal narrative of 4-5 pages for a family literacy program, including the need for the program, its goals, the funders and partners to be involved in the program, the facilities needed for the program, when and how often families should be involved, personnel required, outline of curriculum, recruitment strategies, and methods of evaluation.

(Use a real family literacy situation or base your proposal on your own fictional family literacy setting.)

Module 4 — Curriculum Materials for Parents

Design curriculum materials for three hours of class or individual instruction to teach a parenting skill, a life skill, or some basic skill which can be associated with parenting and children. Produce the materials and outline how you would use them. (It may help to imagine that you are providing these materials for another teacher to use.) Include enough background description about the learners and what they have already been taught to set the context for these instructional materials.

OR

Produce a parent education packet including instructions, activities and ideas for parents to use with their children at home. Include such activities as reading, discussion, writing, hands-on learning, and art/music/movement. (15-20 pages)

Module 5 — Curriculum Materials for Children

Design curriculum materials for three hours of activities for children in a family literacy program. Produce the materials and describe how you would use them. (It may help to imagine that you are providing these materials for another teacher to use.) Include enough background description about the children and what they have already been taught to set the context for these materials.

Module 6 — Published Materials

Review about 10 books for children in a particular age group (e.g., 3-5, 4-6, 7-9), including an annotated list of items, their price, brief plot summaries, and your judgments on their suitability, interest, actual reading level, and instructional value (where relevant). Also describe an activity to accompany each book (e.g., reading, writing, discussion, art) and explain how the activity ties in with the story, characters or other aspects of the book. (4-5 pages).

OR

Review the publicly-available materials on a family literacy topic, making recommendations for the use of other teachers. These could include commercially-produced textbooks, curriculum materials entered into the ERIC database system, and materials available on the Internet. Include an annotated list of items and your judgements on their relevance, intended use, coverage of material, instructional method, reading level, and price. (4-5 pages)

Module 7 — Lesson plans

Plan 20 hours of instruction for a family literacy program, integrating parent and child activities. Describe the target population, and then set out a 4-5 page overview of your plan, including objectives, materials and activities connected with your teaching. (You do not need to produce the materials—just describe what they would be.)

Module 8 — Evaluation

Develop two evaluation measures for a particular family literacy situation:

- a set of 5 parenting rating scales,
- a set of 5 parent interview questions.

Describe the families and the course being assessed. Explain why these evaluation measures are important for the skills taught in the course. Also describe what other evaluation measures you will use (custom-designed tests, standardized tests, questionnaires, etc), and explain why they are important for this program.

(Use a real family literacy situation or base your evaluation on your own fictional family literacy setting.)

Note Regarding Application Projects

It is highly desirable that your application be based in a real family literacy situation, but, if one is not available to you, please contact us to make alternative arrangements.

Information Series No. 342

FAMILY AND INTERGENERATIONAL LITERACY PROGRAMS: AN UPDATE OF "THE NOISES OF LITERACY"

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1990

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EXECUTIVE SUMMARY

Family and intergenerational literacy programs provide an opportunity to combine agendas of mutual importance: adult basic skills improvement and literacy development in children. This report is an overview of practice in family and intergenerational literacy programs, with several purposes: to report their development as one promising approach to the problem of illiteracy in the nation; to identify trends, issues, and concerns; and to offer recommendations for further research and development. As a theoretical contribution, the report presents a typology of four generic program models for program categorization and identification, discusses advantages and disadvantages of each, and provides program examples.

The audience for this work is broad and includes state and local education agency personnel, professional association personnel, advisory groups, policy makers, legislators, funders, program administrators and staff who work in programs, and those who are interested in family education in many settings in the public and private sector, at the local, state, and national levels.

Because family and intergenerational literacy is an emerging practice in education, the report is based on literature and information from several fields and many sources including program reports, books and articles, and personal communications with key informants. This publication updates and expands upon a prior study by the author, which was funded by the Office of Educational Research and Improvement (Nickse 1989).

The first chapter presents general background information including definitions and purposes for family and intergenerational programs. It describes the sponsorship of programs and the motivations that justify program development.

The next chapter describes the research base that underlies the practice, citing research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory.

Chapter 3 details programs in five parallel but rarely convergent sectors: adult basic education, libraries, family English literacy; preschool and elementary education, and corporate programs. Overviews of each sector, activities, and impact information are included.

The fourth chapter presents a typology for classification of family and intergenerational literacy programs based on two critical dimensions: the mode of program intervention and the target population that receives the services. Advantages and disadvantages of four generic program types are presented:

- Direct Adults-Direct Children
- Indirect Adults-Indirect Children
- Direct Adults-Indirect Children
- Indirect Adults-Direct Children

Examples of specific programs are provided, and critical questions for systematic investigation are posed.

The last chapter includes recommendations to support family and intergenerational literacy programs. The paper concludes with references and an appendix containing 12 program descriptions classfied according to the typology presented earlier.

Information on family and intergenerational literacy may be found in the ERIC system using the following descriptors: Adult Basic Education, *Adult Literacy, Child Development, Corporate Education, Cultural Differences, Elementary Education, *Family Programs, Federal Legislation, *Intergenerational Programs, Learning Theories, Library Extension, *Literacy Education, Parent Child Relationship, Parent Education, *Parent Influence, *Parents as Teachers, Preschool Education, Young Children. Asterisks indicate particularly relevant descriptors.

"I didn't know literacy would be so noisy!"
(quotation from a professional librarian)

THE CONTEXT OF FAMILY AND INTERGENERATIONAL LITERACY

This publication has several purposes: to report on the practice of family and intergenerational literacy and its development as one promising approach to the problem of illiteracy in the nation, to present a typology of generic program models and a discussion of their key components with examples from practice, and to offer recommendations for further research and development. It identifies issues and concerns and alerts readers to the potential of this new approach to educational service delivery.

Family and intergenerational literacy programs are an emerging practice in education and a new area for research and development. The novelty is very exciting, but it poses particular problems in writing this overview, which is limited as time and space permit, given the proliferation of programs and the many agencies and organizations involved in separate efforts. There is no centralized source for information about the topic. Much activity is at the program level and has not yet been published. However, there are major activities sponsored by agencies and organizations to promote the concept. The programs surveyed in this report are sponsored publicly by federal programs in adult basic education, bilingual education, early childhood and elementary school education, and libraries, and privately through organizations and the corporate sector. In some instances and with increasing frequency, public and private partnerships sponsor family and intergenerational literacy programs.

This publication necessarily focuses on trends rather than on specific programs, and it synthesizes information found in the existing literature from many different sources. It presents current discussions and updates and expands a prior study funded by the Office of Educational Research and Improvement (Nickse 1989).

The intended audience for this work is broad, and it includes policy makers and program administrators who are interested in family education in several settings: in adult basic education, elementary schools, community agencies such as libraries, community-based programs, and corporations.

Background

Whatever the setting, family and intergenerational literacy programs provide an opportunity to combine agendas of mutual importance: the improvement of adults' basic skills and children's literacy development. The decade of the 1990s holds the promise of the merger of activities to support healthy family development, including literacy. New collaborations are in evidence as the complex nature of this problem reveals itself. Literacy improvement is more than an individual pursuit; it is now a community goal. Piecemeal efforts at literacy improvement no longer seem adequate, and no one agency acting alone can expect to improve the literacy of a community (Nickse 1990a). The seriousness and seeming intractability of educational and social problems in the nation compel new projects that blur traditional separations and the perceived boundaries of home, school, and workplace.

The growing movement toward family and intergenerational literacy programs is represented by a collection of first generation programs located in several parallel, but rarely convergent, sectors. Generally, the programs are new, service oriented, and nontheoretical, with differing perspectives and goals. Only a few have an empirical focus. Balkanization of programs is also an unfortunate fact. It isolates programs from each other to their detriment. This occurs because of traditional turf boundaries, custom, and habit. Although the stronger programs reach across sectors, it is often a difficult task.

As family literacy becomes a legitimate field of education in its own right, interactions across sectors will be encouraged. Programs have much to share as they initiate new and successful practices. Additionally, research and development in family literacy needs to occur within a multidisciplinary framework. An era of cooperation is required if measurable progress is to be made. Family and intergenerational literacy programs are based on concepts that, in theory and practice, offer such an opportunity.

The Concept

Family and intergenerational literacy programs are organized efforts to improve the literacy of educationally disadvantaged parents and children through specially designed programs. They are based on the recognition that homes in which parents read and write tend to have children who also read and write. It is hoped that literacy development might be increased with "at-risk" populations when family and extended family members are involved together: research from several sources, to be reviewed briefly, would seem to support this hope. Although there are many variations in program design, there is a basic idea: educationally disadvantaged parents and children can be viewed as a learning unit and may benefit from shared literacy experiences (Nickse and Englander 1985a). Although the role of parents in programs is controversial, there is agreement about the importance of their involvement.

The family and intergenerational literacy idea appeals to an audience of theorists and program designers in both public and private settings as well as to legislators, administrators, and policy makers, but at this early point, the anticipated outcomes are largely speculative. There is little evidence to date that expectations are confirmed (Sticht 1989) but plenty of reason to persist (Sticht and McDonald 1989).

Definitions of Family and Intergenerational Literacy

In an emergent field, program names and titles are often selected in a haphazard manner, with little thought for the meaning conveyed to others; the result leads to some confusion in definitions. Although various authors may ascribe certain other criteria to distinguish program types from one another, there is at least one basic difference between "family" and "intergenerational" literacy programs, in the most literal sense.

Not all programs that title themselves as "intergenerational" are "family" programs. Some planners recognize that a variety of adults acting as reading models can have a postive impact on children's reading activities and they design programs to support this outcome. Strangers (that is, senior citizens and/or literacy tutors, high school students) may be paired for reading and other activities with children who are unrelated to them. In a corporate setting, child care and elder care may exist within the same facility, for example at Stride Rite (n.d.), but the children and elders are not necessarily family members. These programs are intergenerational, because participants span age groups.

By definition, "family" programs are both family and intergenerational because they target recruitment to immediate family (parents, grandparents) or extended family members (aunts, uncles, caretakers, friends) and also span age groups.

Since research points to mothers' special importance in the development of literacy (Kirsch and Jungeblut 1986; Sticht 1989), targeting only mothers in "family" programs is common. This practice seems intentionally to restrict or omit fathers or father surrogates from participation even if they are present in the home. "Mothers-only" practice may be less effective in the long run than is anticipated (Walker and Crocker 1988). Some projects have been modestly successful at attracting fathers or their surrogates to family literacy activities and are increasingly trying to reach out to them by providing different types of events that are thought to appeal to men, for example, carpentry workshops or fishing trips. Fatherhood projects such as that sponsored by AVANCE are promising (Barbara Bush Foundation 1989). This is an important effort, because research suggests that results may be more profound and lasting if the whole family, however it is defined, is involved.

Sponsorship of Programs

The context for new types of literacy initiatives is complex. The early development of and surge in family literacy programs has been a grassroots movement, formalized at the federal level within the last 5 or 6 years through different legislative initiatives in several agencies.

Federal Government

Major federal legislation supports a large share of current family literacy practice (Seibles 1990). Programs funded through these acts bring parents/adults and children together for learning. Seven significant statutes and their purposes are described in Table 1.

States

Three states supported pioneering experiments and reported early on intergenerational literacy projects: Massachusetts (Nickse and Englander 1985a), Pennsylvania (Askov 1987), and Kentucky, where the state legislature sponsored a comprehensive program (Parent and Child Education or PACE). State legislatures have continued to develop and support programs. For example, in Kentucky the legislature has expanded the PACE program to 34 sites (Heberle 1990). Illinois has sponsored 25 programs through its statewide Literacy Council (Illinois Literacy Resource Development Center 1990). State legislatures can promote family literacy as well as fund it. In Mississippi, where general improvement of education is the goal, family literacy is an objective in a comprehensive plan to increase literacy statewide by the year 2001 (*Mississippi Literacy Newsletter* 1989). Hawaii has also initiated a comprehensive legislative initiative.

TABLE 1

FEDERAL LEGISLATION IN SUPPORT OF FAMILY LITERACY

FEDERAL LEGISLATION	*FUNDING*	*CONTACT*
Adult Education Act, P.L. 100-297, as amended (Titles II and III) The act authorizes federal funds for state-administered adult education programs with some national discretionary monies. States use a portion of their allocations under Section 353 of the act to fund family literacy and intergenerational programs. This section requires states to set aside at least 10 percent of their federal grant for development of innovative and coordinated approaches in the delivery of adult education services through demonstration and teacher training special projects. States also use funds under Section 321 of the act to implement many of these programs.	FY 90 Funds: $192 Million FY 91 Funds: $238.7 Million (Request)	Joan Seamon, Director Division of Adult Education and Literacy/ED 400 Maryland Avenue, SW Washington, DC 20202-7240 (202) 732-2270
Library Services and Construction Act (Titles I and VI) The Library Literacy Program provides grants to state and local public libraries for the support of literacy programs. Grant funds are used to coordinate and plan library literacy programs, to arrange training of librarians and volunteers to carry out such programs for adults, for use of facilities, for dissemination, and for acquiring literacy materals designed to improve the literacy levels of illiterate and functionally illiterate adults. Two percent of last year's grant awards were in the area of intergenerational liberacy programs.	FY 90 Funds: $5.4 Million FY 91 Funds: $8.4 Million (Request)	Ray Fry, Director Library Literacy Programs Office of Educational Research and Improvement/ED (OERI) 555 New Jersey Avenue, NW Washington, DC 20206 (202) 357-6315
Head Start Act The Head Start program is administered by the Administration for Children, Youth and Families (ACYF), Office of Human Development Services, Department of Health and Human Services Regional Offices and the Indian and Migrant Program Branches. Grants are awarded to local public agencies, private nonprofit organizations and school systems for the purpose of operating Head Start programs at the community level. The programs are encouraged to use non-Head Start resources in their communities for implementing programs for children and their parents.	FY 90 Funds: $1.386 Billion FY 91 Funds: $1.886 Billion (Request)	Marlys Gustafson, Director Division of Program Development Administration for Children, Youth and Families Department of Health and Human Services (HHS) Washington, DC 20201-0001 (202) 245-0579
Family Support Act of 1988 (Title IV-A), JOBS (Job Opportunities and Basic Skills Training Program) JOBS, a formula grant to states, provides Aid to Families with Dependent Children (AFDC) recipients with the opportunity to take part in education, job training, and work activities. JOBS policies require coordination of new services with existing education programs and job training. The program also requires efficient coordination between federal, state, and local governments in program design and administration.	FY 90 Funds: $800 Million FY 91 Funds: $1 Billion (Request)	Yvonne Howard JOBS Coordinator Family Support Administration/HHS 370 L'Enfant Promenade, SW Washington, DC 20447 (202) 252-4518

SOURCE: Seibles (1990)

BEST COPY AVAILABLE

TABLE 1–*Continued*

FEDERAL LEGISLATION IN SUPPORT OF FAMILY LITERACY

FEDERAL LEGISLATION	*FUNDING*	*CONTACT*
Elementary and Secondary Education Act, as amended, Chapter I (Title I), Even Start Even Start is administered under Chapter I, Part B of the act. Its purpose is to improve the educational opportunities of the nation's children and adults by integrating early childhood education and adult education for parents into a unified program. The program shall be implemented by local educational agencies through cooperative projects that build on existing community resources to create a new range of services.	FY 90 Funds: $24.2 Million FY 91 Funds: $48 Million	Mary Jean LeTendre Director Compensatory Education Programs/ED 400 Maryland Avenue, SW Washington, DC 20202 (202) 732-4682
Elementary and Secondary Education Act (Title VII), Bilingual Education The Family English Literacy Program's purpose is to provide families with limited English proficiency the opportunity to improve their literacy skills and behaviors. Under this discretionary program, funds are allocated to implement intergenerational literacy activities, which may include language instruction, survival skills, and parenting skills.	FY 90 Funds: $4.9 Million FY 91 Funds: $5.5 Million (Request)	Rita Esquival, Director Office of the Director for Bilingual Education and Minority Languages Affairs/ED 400 Maryland Avenue, SW Washington, DC 20202 (202) 732-5063
Elementary and Secondary Education Act (Title III, Part B), Family School Partnership Program. The Fund for the Improvement and Reform of Schools and Teaching Act, as amended in 1988. The Family School Partnership Program provides assistance to local educational agencies eligible to receive grants under Chapter 1 of the Elementary and Secondary Education Act (ESEA), as amended, to conduct projects that increase the involvement of families in improving educational achievement of their children. Discretionary funds are provided to projects for up to 36 months. Part C calls for the applicant to build on existing inovative family involvement programs in order to develop, evaluate, and disseminate these programs.	FY 90 Funds: $1.8 Million FY 91 Funds: (NA)	Patricia McKee, Director Fund for the Improvement and Reform of Schools and Teaching/ED (OERI) 555 New Jersey Avenue, NW Room 522 Washington, DC 20206 (202) 357-6496

Corporations

Corporations initiate programs as part of corporate family care activities. Companies such as Stride Rite, a pioneer in child care for employees (Hiatt 1987; Kantrowitz and Picker 1990; Leibold 1990); Nissan (Daniels 1990; Nissan n.d.); and Chrysler (1989) have begun family and intergenerational programs that provide, directly or indirectly, opportunities for literacy improvement for adults and children (Reading Is Fundamental 1990).

The Work in America Institute, Inc. has assembled a five-part workplace family literacy curriculum kit for use with parents in employer- and union-sponsored employee assistance programs. Corporations may purchase one (or all) of the curriculum units (reading, math, science, the use of television for the development of thinking skills, and a parents' library) that promote family learning. Training for company trainers and technical assistance is also available. The purpose of the effort is to increase family literacy as well as to improve employees' skills (Business Council for Effective Literacy 1989; J. Darling 1990).

Organizations

There is growing interest and activity in private organizations involved in family and intergenerational literacy programs. SER, Inc., a national organization for Hispanic people, is developing 111 Family Learning Center (FLC) programs in its 130 local affiliates across the United States. There are currently 42 FLC programs in operation. These programs use computer-assisted instruction for teaching both parents and children. Another program sponsored by this agency is SER Care Centers, which provide intergenerational activities attracting parents, children, and grandparents. There are now six SER Care Centers across the country, and more are planned, according to the staff (SER 1990).

Other community-based organizations are also involved in family literacy initiatives. They implement literacy programs targeted at particular populations, for instance, low-income single mothers needing employment and basic skills training. Weaving a family literacy component into existing curriculum models is a particular concern of Wider Opportunities for Women (WOW), which works nationally and in Washington, D.C., through a network of 400 independent women's employment programs. WOW's mission is to help women and girls achieve economic independence and equality of opportunity (Beck 1988).

Unions have also begun initiatives in response to new concerns about family literacy. For instance, the Amalgamated Clothing and Textile Workers Union, Sheet Metal Workers, and the UAW/Ford and UAW/GM Training Centers are among several organizations taking part in a pilot effort to help employee parents assist their children's learning. The program, called Linking Home and School through Workplace, is developed by the Work in America Institute (BCEL 1989).

The American Bar Association and the American Association of Retired Persons are developing projects, and other organizations support the idea of family literacy in publications and newsletters and through short-term events that publicize the concept. Many organizations have made considerable investments in adult literacy education in the past 5 years, and it is expected that family literacy will attract others as concern for families increases.

Foundations

A prominent example of foundation sponsorship is the Kenan Trust Family Literacy Project, which has funded seven family literacy sites in North Carolina and in Louisville, Kentucky. The Kenan Trust also sponsors the National Center for Family Literacy in Louisville. The Center has three purposes: to promote public awareness through providing information, seminars, and planning services to policy makers, program administrators, and staff; to document effects of its program models through research; and to provide implementation assistance including training and technical assistance to new and existing program initiatives (*News from the National Center for Family Literacy* 1989).

What is now known as the "Kenan Trust Family Literacy Model" originated in Kentucky and is an elaboration of the earlier, and still existent, Parent and Child Education (PACE) program. Training in both models is done through the National Center for Family Literacy. PACE is replicated within the state of Kentucky, and adaptations of the Kenan Trust model exist at 62 sites in 27 states, including Alaska and Hawaii. Both Canada and Australia have at least one site. Sharon Darling (1990), President of the National Center, estimates that around 1,300 families participated in a Kenan Trust program in the last year.

The mission of the Barbara Bush Foundation for Family Literacy, a public, nonprofit organization with the First Lady as Honorary Chairperson, is threefold: to establish literacy as a value in every family in the United States, to break the intergenerational cycle of illiteracy, and to support the development of family literacy programs. The Bush Foundation identifies programs that work, awards grants, provides seed money for community planning, supports teacher training and development, encourages participation, and publishes materials. In September 1990, the Foundation awarded its first grants. About 10 programs, one in each educational region of the country, representing diverse program models, were funded to a maximum award of $50,000. The Foundation plans to continue grants to these programs based on performance.

The MacArthur Foundation has sponsored several projects, including a corporate effort through the Work in America Institute, it also contributes to the evaluation of the Illinois Family Literacy Projects. It supports a national project administered by Wider Opportunities for Women (WOW) to improve the literacy skills of women who head families.

The Rockefeller Foundation sponsors an intergenerational literacy project in five sites across the country targeted at single working mothers and their children. Cosponsored by WOW, its conference on literacy in the marketplace attracted hundreds of participants and produced an excellent report on the improvement of literacy for low-income single mothers (WOW 1989).

Volunteer Literacy Organizations

Volunteer literacy organizations have also begun involvement in family and intergenerational literacy programs. Often these are sponsored by grants from companies or foundations. Training modules for tutors and special materials for family reading are developed. For example, GTE Corporations has given a grant of $130,000 to Literacy Volunteers of America to establish the GTE Family Literacy Program in six cities where GTE provides telephone services. The program uses GTE employees as tutors to teach parents and other caregivers who are deficient in reading to read to their children.

Six to eight sessions in this subject are given to small groups of learners who then are encouraged to continue literacy training.

Laubach Literacy International and Literacy Volunteers of America have received a joint grant of $125,000 from the Coors Family Literacy Foundation to conduct a major national training of trainers during 1990. Through this joint project, it is expected that a total of 100,000 new learners will be reached (Literacy Volunteers of America Inc. 1990).

Clearly, sponsorship of family and intergenerational literacy programs is not confined to any particular public or private agency or legislative act. It is a concept that is adaptable at the local program or community level, by statewide legislative mandate, or through federal statutes. The practice takes many forms; however, there are general expectations for the efforts.

Expectations for Programs

Family and intergenerational literacy programs attract attention as a sensible idea because they seem "natural" to people who are readers. There is something immediately familiar about the ads that encourage people to read to and with children. We remember the joy we felt when reading to our own children, and, as children ourselves, in being read to by our families (Nickse 1990c). This natural appeal also lends itself to the notion that teaching literacy through reading to children is easy, that anyone can do it. This is potentially a problem--not all who want to be involved have the skills or temperament to be effective, and they may need supervision by professionals in adult basic education and reading if the desired outcome--increased family literacy--is to be achieved (Nickse and Paratore 1988).

Long-term goals for programs include a break in the cycle of intergenerational illiteracy, and, additionally, multiple and separate goals for adults (greater success in parenting, education, training, and employment) and for children (increased achievement in school, fewer school dropouts, and a literate work force for the future). Less widely expressed is the short-term goal wished for by administrators--that these combined programs may save money because they may be more effective and less expensive than the present dual system that teaches literacy to adults and children separately. For corporations, the expectations include recognition of their interest and sensitivity to the changing work force, an increased acknowledgement of the need for workplace literacy, and employee skill improvement.

The reader may now be asking a legitimate question. What is the problem? Why are such a variety of sponsors willing to invest resources and make commitments to an untested idea? For the most part, although there is strong theoretical evidence to support their effectiveness, there is little empirical evidence to support these investments. However, new programs continue to emerge.

The Pressures of Contemporary Society

Educational changes are often slow to be adopted; yet the notion of intergenerational and family programs seems to have had a rapid acceptance by various sponsors across diverse sectors, despite little evidence to support their worth. Why have both public and private agencies and organizations stepped on this bandwagon with such enthusiasm? The answer lies in a combination of issues that confront the nation. These include growing concerns in communities for the improvement of adult literacy and literacy of families, young children's and teens' school success, the health and stability of families, the strength and cohesion of neighborhoods, and the economic health, competitiveness, and preservation of our standard of living. Consider these effects of poverty, for example:

- One in five children lives in poverty and their numbers have grown over the last decade. Although the majority are white, nearly half of Black children live in poverty.
- In 1986, 4.5 million women were in the work force yet living in poverty, and more than half had children. The median annual income for such a full-time working mother was $7,056--significantly below the official poverty threshold of $8,737 for a family of three or $11,203 for a family of four. (National Commission on Working Women 1988).
- Poverty is a risk factor associated with a variety of negative outcomes. Poor children face a greater risk of malnutrition, recurrent and untreated health problems, child abuse, educational disability, low achievement, and school drop out. (Goodson, Swartz, and Millsap 1990)

Workplace concerns also contribute to the dialogue about the needs of women and children. Policy makers and educators believe that family and intergenerational literacy programs may be a vehicle for assisting families in coping with the stress they face. In the workplace, several significant challenges must be met. There is a need for workers to increase their basic skills to accommodate technological improvements in production. Changing family structures with more single parents, especially mothers, as primary caretakers and breadwinners intersect with the lack of a national policy on day care, which exacerbates the pressure particularly on women who need to work for economic reasons. In 1988, only 4,150 companies, out of 6 million, provided child care assistance to their employees (National Commission on Working Women 1990).

Within corporate organizations, there are other issues to face. The slow growth and aging of the labor pool supports the need to make good use of every employee. Long-overdue changes in attitudes and practices have contributed to the increased employment of women and minorities. The need to improve the skills of the work force parallels the increasing opportunity (in part because of changing demographics) to hire nontraditional workers (women and minorities) and to find ways to integrate them into management. Yet the feminization of the workplace brings with it new challenges that must be faced. Here are some revealing statistics:

- In 1989, 68 percent of all women in the U.S. labor force aged 16 to 64 were working for pay. Fifty-six million women were either working or looking for work; women workers made up over 45 percent of the total labor force; 74.5 percent were employed full time.
- The majority of women workers remain in the labor force during their childbearing years; in 1988, 65 percent of all women with children under 18 were in the labor force; 56 percent of mothers with children under age 6 and 74 percent of mothers with children aged 6-17 were in the labor force.
- In 1989, 62 percent of Black, 48 percent of Hispanic, and 70 percent of white female heads of families were in the labor force; 53 percent of Black families, 52 percent of Hispanic

> families, and 28 percent of white families maintained by working women had incomes below the poverty level.

Thus, there are pressures from several directions, both societal and within organizations, that appear overwhelming. Threats seem constant (Grubb and Lazerson 1982), and the search for solutions is ever more frantic. Together, these concerns form a score of challenges that is multifaceted, complex, and interrelated. Although a common approach has been to address each separately and one at a time through assorted agencies with specialized functions, this strategy may need rethinking. We need to profit from this past experiment, not replicate it for the framework of family literacy.

For instance, there is evidence that interventions aimed at discrete age groups (children, youth, adults) show little or no gains in cognitive development that are sustained over time (Sticht and McDonald 1989). There is a small movement in local service delivery toward a more holistic organization of services to beleaguered families, evidence of cooperation and collaboration not frequently paralleled in agencies at the state or federal levels. This comes not the least from a recognition that many services are directed to the same families in an uncoordinated fashion.

Family and intergenerational literacy programs provide a vehicle for more coordinated policy and practices to aid educationally and economically disadvantaged citizens and workers. However, if comprehensive programs are not necessarily quicker or less expensive despite fervent wishes to get "bigger bangs for the bucks," perhaps they will be more effective. There are few quick fixes or really cheap ways to improve the literacy of adults and children--this seems painfully clear. Prevention of low literacy is less expensive, economically and psychologically, than costly remediation.

Motivations for Family Literacy Programs

Are we correct in making these commitments? Why do we think this approach may work? Sponsors share some common assumptions. There is something appealing about the idea of adults and children reading together. It makes good common sense. Family literacy seems as though it should work--it worked for us and our children, who are all readers, right? The notion that people should read and, furthermore, enjoy it and hold positive attitudes about literacy is common. It is assumed by the middle class, a niche occupied by most educational program designers, that these are shared behaviors and values, common across cultures. Only recently have we begun to learn that this is not so true. There are several mitigating factors.

First, many adults with low literacy development do not have the technical skills for reading and writing; some do not know that reading to children, modeling reading behaviors, and encouraging reading are good for children and appropriate parental behavior; others cannot afford books and do not frequent libraries (Nickse and Englander 1985a). Second, in homes where poor economic and health conditions prevail or homelessness is a factor, where instabilities caused by extreme burdens of social and economic problems intrude, reading to children is neither a habit nor a priority. All programs designed to increase family literacy have to be aware that low literacy is often an economic problem as well as an educational challenge, and that in the pantheon of priorities, adequate housing, nutrition, and income directly affect individuals' abilities to learn or their interest in learning. No matter how carefully crafted, the success of family and intergenerational literacy programs is offset by persistent poverty (Rodriguez and Cortez 1988). There are limitations to educational solutions to social and economic problems. Mindful of these caveats, efforts to improve family literacy are promising.

The political appeal of intergenerational and family programs is evident at the federal, state, and local levels because the family is the focus of substantial concern at each level. Current political activities to craft some sort of child care bill, still being debated in Congress, show a willingness to discuss this concern and also the inability of Congress to pass such legislation. Congress was unable to override a Presidential veto of the Family and Medical Leave legislation in 1990, which speaks to the reluctance of the nation to attempt to resolve these matters. Yet it is estimated that about two-thirds of Americans support some sort of child care and parental leave bill. Caution prevails among legislators, despite mounting support from many organizations. The lack of parental leave benefits is estimated to cost U.S. workers and taxpayers more than $700 million per year in lost wages and public assistance payments (National Commission on Working Women 1990). Although there are lobbies for the elderly, there is no lobby yet for families, although the need is great.

Debates about the nature of U.S. families by both moderates and conservatives cite family breakdowns linked to a glut of social pathologies: child abuse, juvenile delinquency, teenage pregnancy, illiteracy, and a diminished work ethic (Grubb and Lazerson 1982). According to these authors, the central dilemma is the following: if the state must assume some responsibilities for children, how can it discharge these when child rearing is still considered a private responsibility? The question is relevant to the topic because it underlines a critical issue in the design of dual literacy programs. How can professionals enhance the well-being of families and children without diluting parental control, which contributes to feelings of powerlessness? Further, how can designers of family and intergenerational literacy programs respect cultural differences while changing them through improved literacy? This is a sensitive question, with no easy answer.

Weiss, Hausman, and Seppanen (1988) write that the political climate is changing from wariness and reluctance about getting involved with so-called "family business" to the support of preventive interaction. The trend is evident. Concern about the family is the subject of general debates and more specific discussions about the role of family in welfare and education reform and efforts to prevent abuse and neglect. Carefully contoured and evaluated family and intergenerational literacy programs may be a means to prevent the cycle of intergenerational illiteracy and one key element in ameliorating family stress.

Who Benefits?

The question of who benefits from a family or intergenerational literacy agenda is, because of the modest amount of research information on impacts and outcomes, largely speculative now. Large-scale evaluations over time, for example, that of the Even Start projects, are just getting started. However, it is instructive to choose a setting and hypothesize a scenario. Although the benefits detailed here have occurred to date through child care settings, they may suggest some positive effects from a family literacy focus.

Using the workplace as an example, imagine the possible actors who might benefit from a family literacy focus at work sites within corporations. The family as a whole benefits, because a family program at this convenient location offers stable child care for employees who need it. If, in addition, the program has intertwined with its high quality preschool activities a family literacy focus, there is a convenient linkage to its workplace adult basic skills education program. Parents involved in reading to and with their children are learning of their own importance to their child's eventual school success, are engaged in an enjoyable activity as a parent, and are increasing their own literacy skills. They are doing this during the work day, perhaps during lunch, and sometimes are learning to do this on work time (J. Darling 1990).

The corporation benefits because onsite day care increases the attractiveness of the job to employees and the commitment of employees to work goals. Freed from constant worry about sitters and the quality of child care for youngsters, employee motivation and morale increase through a company policy that acknowledges the importance of being a parent and acts upon this to create a useful program. Absenteeism and turnover are reduced, and so is time lost in making and maintaining child care arrangements. Such peace of mind may increase job involvement and the intrinsic worth of the job to the employee, and that, in turn, of the employee to the corporation.

This ripple effect has both short-term and long-term consequences. In the short term, it increases the literacy skills of the employee; in the long term, it contributes to the literacy capital of the family and helps ensure that the next generation of workers is better prepared for life on and off the job. After all, it is only 16 short years before today's preschool child becomes tomorrow's worker. An early investment in the child's day care and literacy assistance for the family may result in better school achievement and a more successful future for the child as a competent manager.

In most corporations this scenario is just a pipe-dream, for a few others it is not an impossibility. Commitment is the vital ingredient.

Summary

Family and intergenerational literacy programs are developed to increase the literacy of educationally disadvantaged adults and their preschool and school-aged children. Programs are varied in administration and design, are in the first generation, and are sponsored by a variety of different agencies and initiatives; thus, they are difficult to identify. No one knows the number of programs in existence.

Family and intergenerational literacy programs may be locally initiated and administered, sponsored by states through special or existing legislation, or federally sponsored. A few are private-sector funded and foundation supported or are corporate efforts. Most programs are service oriented and nontheoretical, and they are run on a trial-and-error basis. Only a few are experimental or demonstration projects with an empirical focus. The programs are for the most part small and new, they have different perspectives and goals, and they are in sectors with separate literatures. They respond to different organizational mandates, so it is difficult to locate information about them or to classify them, although this paper attempts to do so.

Expected program outcomes for parents include greater success in parenting, education, training, and employment; and for children, increased achievement in school, fewer school dropouts, and a literate work force for the future. Although there is strong theoretical evidence to support their effectiveness, there is only modest empirical evidence to date that these expected outcomes will actually be achieved.

THE RESEARCH BASE

Although there is little evidence to date to support the benefits of family literacy programs because research-based programs are few, there are modest and positive effects reported in the new literature now being published. These findings are based on relatively unsophisticated evaluations from a limited number of programs--one of the problems faced by this investigator in determining their impact. Yet the concept of family literacy is rooted firmly in a substantial base of research from related but diverse fields. Studies in adult literacy, emergent literacy, cognitive sciences, early childhood development and education, and family systems theory support the soundness of a family education approach. The following section outlines some contributions of these broad areas that justify the development of carefully designed family and intergenerational literacy programs.

Adult Literacy Education

The need to improve adult literacy is well known. It is documented in books (Harman 1987; Kozol 1985), in survey research (Kirsch and Jungeblut 1986), in reviews of literature (Sticht 1989), in reviews of practice (Fingeret 1984), in resource books (French 1987), in newsletters (Business Council for Effective Literacy 1986-1990), and in countless articles and the popular press. Unfortunately, years of neglect and fragmented responsibility at the federal level have left adult basic education struggling for resources and for professional status. Now, when the need for both service and research is greatest, the national "system" for adult literacy education is found to be what it is, a cottage industry, with no strong research base. Evaluation of the effectiveness of adult literacy programs in general is an undervalued process that needs to be strengthened.

Chisman (1989), in a controversial report, points to the crude state of our knowledge of effective adult literacy instruction and administration and offers a plan for federal leadership to rectify this. He describes the adult literacy knowledge base as sparse and the field of basic skills education as "institutionally and politically weak and fragmented." The passage of the Literacy for All Americans Act (LAAA) shelved by Congress in 1990 would have considerably improved the federal role in literacy services. Many of its provisions were adapted from suggestions and recommendations in the Chisman report, which was developed with input from a large group of adult basic educators across the country.

Related research that is relevant to family literacy is found in the literature of adult education. In the absence of substantive empirical evidence on how adults learn to read, there are persistent efforts, often by experts in the children's reading field, to extrapolate from the known (research on children's literacy development) to the unknown (adult literacy development). The most comprehensive review of adult literacy education to date has been reported by Sticht (1989). Although his report also decries the abject state of adult literacy education, it offers a very useful review of research in adult reading development. Sticht states:

> History . . . reveals a "crisis mentality" toward the literacy education of adults that has hindered the development of a cadre of professionals trained in adult literacy education and a body of research-based knowledge about the development of literacy in adulthood. Too often understandings of literacy education derived from experience with children in elementary schools are applied to the literacy education of adults, with disastrous effects. (p. 62)

These include misidentification of adult literacy skills and the development of programs inappropriate for adults' life context. Research, policy, and practice, now decidedly different and separate, should bring together adults' and children's literacy development and seek some unified theory of cognitive growth for both adults and children (Sticht 1989). There is a need for more research on the relationship of parents' literacy and children's emergent literacy.

If parents themselves have literacy problems, what effect can this have on their children? Overall, researchers have found that parents' education affects how well their children achieve--the intergenerational effect that begins and often maintains a cycle of low literacy. Sum and Taggert (forthcoming) found that an extra grade level of attainment for the mother--when the father's education, race, and region of the country were constant--was associated with an extra half-grade equivalent of achievement for her children. This is a compelling argument for equal priority on education for parents. Family education programs that enlist parent participation to increase children's chances for success, but do not provide literacy instruction for parents, might well heed this finding.

A study of literacy in young adults (Kirsch and Jungeblut 1986) found that the mother's educational attainment was positively associated with mean test scores of participants on four literacy scales. Adults whose mothers completed some postsecondary education had mean test scores a full standard deviation above those of respondents whose mothers had not graduated from high school.

Poorly educated parents may have limited vocabularies that may inhibit vocabulary development in children. Since language development and skills are related to cognitive ability, the way that parents speak, directly to children rather than at or past them, can affect children's language and, later, the development of the reading and writing skills, the "school literacies" necessary for school success. The "noises of literacy" refer to appropriate and constant social and verbal interchanges in homes and communities between parents and children that provide the early basis for later social and intellectual development. Not only are the social interactions important for developing literacy in children but adult literacy itself is also supported within social networks (Fingeret 1983).

According to Berlin and Sum (1988), few people realize the critical role that basic skills deficiencies play in stubborn social problems of teenage parenting, youth joblessness, school drop out, welfare dependency, and the decline in work force productivity growth. Their report demonstrates that, compared with young people with above average basic skills, those in the bottom 20 percent were nine times more likely to drop out of school prior to graduation, eight times more likely to become mothers out of wedlock, and four times more likely to become welfare dependent. Moreover, these authors continue, in an interdependent world economy, the skills of the nation's work force become an important determinant of industry's competitive position, workers' real wages, and the overall standard of living. Literacy and basic skills bear a distinct relation to the future well-being of workers, families, firms, and the country.

Although we may not know yet how best to teach adults to read, there is evidence that intergenerational and family programs retain adult students longer (Heathington, Boser, and Satter 1984; Nickse, Speicher, and Bucheck 1988). This finding is encouraging, because adult new readers need extensive instruction and practice if skill levels are to be increased to an effective literacy level: some say 12th grade is not too high a goal. For low literate adults, this may take 6 to 8 years or more of intense, professionally supervised instruction. If the motivation to improve literacy is increased by dual programs, retention of both adults and children in educational programs may increase "time on task" and, therefore, have a positive impact on measures of success. If parents' educational skills are improved at the same time as children's, long-term positive outcomes seem plausible. In sum, research findings from a variety of sources lend credibility to the importance of adult literacy education and to educated parents as one key to improved family literacy.

Emergent Literacy

Research in emergent literacy establishes the importance of literate parents in the development of children's literacy. If parents are not literate for their own sake, there is much evidence that they need a degree of literacy for their children's achievement--the more, presumably, the better. Emergent literacy represents a new perspective that stresses that legitimate, conceptual, and developmental literacy occurs during the first years of a child's life (Sulzby and Teale 1987; Teale 1986). A review by Mason and Allen (1986) examines the current knowledge of emergent literacy and integrates it with more traditional studies on reading acquisition, with implications for research and practice in reading. These authors have also contributed a valuable book on reducing the risks for young literacy learners, with several articles in the publication targeted on the role of the family in literacy development (Allen and Mason 1989).

The field of emergent literacy studies oral language, story-listening comprehension, and error patterns in early attempts to read and write. A less narrow focus than analysis of letter and word recognition, emergent literacy also involves tracing community and home influences on reading and writing. Briefly, the importance of the social context of literacy is emphasized, noting that the value of literacy is not the same for all members of a society. "Family characteristics, including academic guidance, attitude towards education, aspirations of parent for child, conversations in the home, and reading materials and cultural activities, contribute more directly to early reading achievement and account for considerably more variance than socioeconomic status" (Mason and Allen 1986). According to a widely quoted report sponsored by the U.S. Department of Education, "parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is" (Anderson et al. 1985).

There is much evidence that the ways children learn about language and books are embedded in family communication patterns; parent-child literacy events in middle-class homes include structured interactions with questioning, comments about the children's experience, and labeling. Preschoolers enjoy bedtime stories; read cereal boxes, stop signs, and ads; sing alphabet songs; and experience a variety of opportunities to use language in interaction with adults. In many working class Black and white homes, parent-child literacy events are less frequent or absent, with other forms of verbal behavior the norm. These forms are dissimilar from the "school literacy" that the children experience and are expected to know when they begin formal education. They are unprepared at the start to cope with it, having learned a different kind of literacy at home and in their communities (Heath 1983, 1989; Heath and Branscombe 1985).

Taylor and Dorsey-Gaines (1988) have written eloquently about the uses of literacy in inner-city life. They argue that myths and stereotypes about poor families abound, and they charge scholars first to examine their own assumptions about families and children before they accept the idea that education and literacy are interchangeable. In their study, poor but literate parents were engaged in a wide variety of literacy-related activities in their homes and with their children. The authors urge changes in classroom practice that would legitimize the literacy learning of the children and build on their personal images of themselves as literate learners.

Studies of homes in which poor parents with low levels of literacy raise their children need more examination to understand the role that literacy plays in these environments. Further, studies of families who are aliterate but not poor would also contribute to our understanding of this complex subject. Although ethnographic research in family settings is difficult to conduct, the information gathered is valuable if appropriate interventions are to be designed.

The social context of literacy in the interaction between children and adults in homes and communities has a profound and early impact on children's early literacy development. Intervention now for prevention of school failure later is the guiding theme from this research. This is why early childhood family literacy projects are so important for families in communities where "school literacies" are either unknown or undervalued and not practiced. Unfortunately, there are few of these in existence (Dickinson 1988; Goodson, Swartz, and Millsap 1990; Sticht and McDonald 1989). However, the new Even Start federal legislation is designed to increase the number of programs that stress family literacy.

Cognitive Science

In the skeins of research that have implications for the value of intergenerational and family literacy programs, research from the area of cognitive science is potentially of most profit and least well known. The impressive case for this perspective and its direct relationship to the development of intergenerational educational programs is argued provocatively by Sticht and McDonald (1989). A multidisciplinary and relatively new area of science, cognitive science changes and increases our understanding of how learning takes place. If more widely understood and practiced, it seems promising as a major component in the design of effective educational interventions.

Cognitive science aids understanding of the interaction of both knowledge and context in the facilitation of learning and its transfer to other settings. It posits that knowledge and information-processing skills are socially developed and distributed within society both in and out of school and that cognitive ability is shaped significantly by the culture and society into which the child is born and reared. Social groups direct the cognitive development of members through values placed on the learning of skills and provide the motivation for the kinds of learning valued by them. The value of school-based, formal education, and individuals' success in acquiring it, it follows, is a product of the belief system of the group. Although the importance of individuals' intellectual inheritance is not overlooked, individual achievement can be inhibited or enhanced by these external factors. The group itself can embrace new values, thus passing them on to their children. However, culture is an important limiting factor in behavioral malleability (Slaughter 1988), and human beings change slowly. Program planners and evaluators must work with this knowledge and with respect for both families and traditions.

Within this framework, Sticht and McDonald (1989) present three themes that reflect understanding of the minimal success of previous educational interventions and the promise of future programs based in cognitive science: (1) a need to attend to the cross-generational consequences of programs, (2) a need to recognize and incorporate the social nature of cognitive development, and (3) a need to attend to the contexts in which programs are implemented and evaluated. These themes have direct impact on understanding the necessity for diverse family literacy programs and the importance of the use of nonschool, social networks in homes, communities, and worksites. Library and workplace settings, community centers, clubs, and churches are a few examples of sites where social networks thrive. Their contributions to family literacy and cognitive development need to be fostered.

Early Childhood Development

Related work in early childhood development reinforces the need for family literacy programs. Those who study the impact of poverty on early childhood development (Parker, Greer, and Zuckerman 1988) note that, in a low socioeconomic status (SES) environment, more risk factors for adverse behavioral and developmental outcomes are likely to be present, including increased stress, maternal depression, and diminished social support. These factors affect the quality of the home environment and the parent-child interaction, which, in turn, influence the child.

Chronic stress (for example, unemployment and a lack of material goods) and maternal depression are associated with adverse consequences for parents and children, either directly or indirectly. Maternal depression is associated with a number of negative developmental outcomes for children (such as sleep problems, depression, and socially isolating behaviors at school age). It is a higher risk factor for low SES mothers of young children. More positively, the presence of adequate social support for families is associated with a more stimulating and appropriate home environment for the child. It exerts its influence on children by providing them with a widened social network, emotional support, and stimulation. Parents benefit from access to positive role models, external monitoring of their child-rearing practices, and emotional support from interactions with others. Early intervention is effective for children at biologic or environmental risk.

Although family literacy programs cannot make up for extreme deficits in the environment that lead to increased stress, well-designed programs can be helpful. They can provide social support, the lack of which has been found to be a greater risk factor for families living in poverty, particularly for single parents who are especially susceptible to social isolation. Maternal depression perhaps can be addressed sensitively in parenting education classes. Again, family literacy programs cannot be expected to alter basic social and economic problems faced by participant families; however, airing distress in a mutually supportive setting with counseling available may provide a sense of sharing and reduce isolation. Effective interventions can honestly confront topics such as parental stress and depression and their effects on children as worthy of discussion.

Preschool and Elementary Education

This field provides some related research of value to family literacy efforts. For example, evaluations of family education programs that worked with parents of young children report positive short-term effects on the children, measured by standardized achievement tests (Goodson and Hess 1976). Bronfenbrenner (1974) notes that early intervention is more effective when parents are involved in the program.

Dickinson (1988) cites studies in several topic areas on the value of parent involvement in schools, on effective child-rearing patterns, on paired reading experiments in England (particularly the work of Tizard and the Haringey project) and the links to children's school achievement (Tizard, Schofield, and Hewison 1982). Dickinson notes some results that bear on family literacy programs, particularly the difficulties in helping parents to change their belief systems (conceptual changes) and to think and act in new ways about child development. A further problem involves helping parents to continue positive behaviors once taught them, and to help them develop new strategies that are age appropriate as their children grow. Effective family literacy programs can teach specific behaviors while providing the rationale for them, which seems an effective technique. However, it appears that long-term interventions may be necessary to make new behaviors and attitudes stick.

According to Dickinson, multicomponent strategies, those that initiate a wide range of activities for adults and children, seem to have the most significant effects on children's progress. Impediments to parent involvement in children's education include structural tensions around the roles of teacher and mother--stereotypes that interfere with learning--and conflicts around power relationships between parents and educators. From another perspective, parental involvement in children's education is reviewed by Topping (1986), who notes that, "despite the great upsurge of interest in parents as educators, and the development of many new initiatives of proven worth, it seems that there are many parts of the school system that the news has yet to reach" (p. 21). Family literacy programs wishing to involve parents successfully need to clarify roles of parents and staff and create links to the public school system.

Regarding evaluations of program success, Dickinson and others (Weiss and Jacobs 1988) warn of the problem of identifying relationships between program-induced maternal behaviors and child outcomes and of the difficulty of establishing causal relationships, a caution to be noted when evaluation of family literacy programs is undertaken.

Family Systems Theory

Another area of research germane to family and intergenerational literacy programs is that of family systems theory. The following concepts are taken from an article by Walker and Crocker (1988).

From this perspective, the family system is defined as "any social unit with which an individual is intimately involved, unlimited by generational or physical boundaries." Families are governed by sets of family rules, spoken or unspoken, that are unique to each. A primary objective is maintaining the stability (homeostasis) of the family unit (thus the possible difficulty of changing family literacy behaviors) and the idea of recursive causality. This means that children shape family life and influence parental behaviors at least as much as the family influences children. Effective interactions between parent and children are fostered through parent-child activities in family literacy programs.

Further, families exist in the context of neighborhoods, communities, and religious groups; relationships with these systems will affect the family's response to a program intervention. According to Coleman (1987), communities have "social capital"--the norms, social networks, and relationships between adults and children that are of value for the child's growing up. When social capital is present, civic, moral, and functional literacies are improved. Self-concept, attitudes, and motivations to succeed in school and as adults are enhanced. When social capital is low, so are literacies.

Many family programs that serve "families" are designed only for children and mothers. This focus on a subset of the family reduces the likelihood of success, according to Walker and Crocker. Although it is not always practical to include all family members (fathers, significant others, elders) in an intervention, administrators need to be aware of the degree to which a program's goals are consistent with the values of those in the " family." Without a contextualized approach, an individual family member's progress can be undermined by others. This fact probably has a lot to do with the high attrition rate from adult basic education; attendance may be disparaged, even forbidden, by influential family members (Nickse 1990b). Hostility and aggression from nonparticipating family members against those who participate is not uncommon. For family literacy programs, the implications are clear: the more members involved the better. Specific events for the entire "family" group--however "family" is defined by participants--such as potluck dinners, holiday parties, and outings, must be part of programming for maximum effectiveness.

Parents' Roles in Children's Literacy Development

Not only are the home and community environment important to developing literacy, but parents also play specific roles in children's literacy development. Parents are undeniably children's first teachers. Research evidence supports at least four areas where they affect children's reading achievement. Parents create a literacy-rich environment supplied with books and everyday materials, share reading and writing activities, daily exhibit the naturalness of literacy in their own lives as reading models, and demonstrate positive attitudes toward education (Nickse 1990c; Nickse, Speicher, and Bucheck 1988).

Pioneering work in the field of children's reading established the importance of parents reading to children. In studies of early readers Durkin (1966) found that, although IQ, sex, and socioeconomic class were not significant in explaining differences between children, every early reader had been read aloud to, had had literacy-related questions answered, had parents who read for pleasure, and had been provided with writing materials. Replications of this study by other researchers in the United States and other countries

(Canada, Australia, and Israel) have confirmed this finding (Radecki 1987).

Sadly, there are homes that do not encourage young children's literacy development. Here, children not only miss the "literacy coddling" of their parents, they may grow up in environments where writing and reading are peripheral and peripherally valued activities (Stahl, Osborn, and Lehr 1990). These children miss the thousands of hours of storybook reading experienced by more fortunate children before they enter school, and thus may also miss critical steps such as learning the alphabet and mastering the skill of phonemic segmentation learned from storybook time. Research in homes of 22 preschool children found that literacy events averaged less than 2 minutes per day for some children and there were others for whom there was no storybook reading at all (Teale 1986). Children who miss storybook time often start formal schooling as less prepared prereaders.

Compelling too is the evidence that parents' educational level, particularly mothers', is related to children's school achievement. Children's performance on various literacy tests across age groups (from 9-25 years) and across ethnic groups (Black, white, and Hispanic) confirms the importance of parents' and especially mothers', educational level (Sticht 1989). In many ways, then, parents' own literacy achievement is critical to that of their children. In middle-class homes these are such normal behaviors and attitudes we are all but unconscious of them; they are embedded as routine in our lives. For a variety of economic, social, and educational reasons, low-literate, poor parents have a more difficult time in establishing these conditions for their children; family and intergenerational literacy programs can help. Low-literate parents can be positive and supportive models for their children, helping them in many ways to achieve school success (Clark 1983). Family literacy programs can offer concrete suggestions to parents who are eager to help their children but are unsure of how to do this successfully.

Cultural Differences

Immigration is changing the face of communities across the country. Among the newcomers to the United States are many families that have been displaced from their homelands. As they settle into their new country, they face formidable challenges, not the least of which is learning the English language. According to a Census Bureau survey (Bliss 1986)--

- 37 percent of adults classified as illiterate do not speak English at home;
- 82 percent of adults classified as illiterate were born outside the United States;
- 21 percent entered the country within the last 6 years;
- 42 percent live in neighborhoods where English speaking does not predominate; and
- up to 86 percent of non-English speakers illiterate in English may be illiterate in their native language.

Since many intergenerational and family programs serve Black, Hispanic, and Asian minorities, insights into the particular challenges of working with families that are culturally different are critical to program success. Slaughter (1988) writes specifically about programs for Black families: "Too often we have not asked ourselves what we know, historically and culturally, about the families we intend to serve and what we need to know in order to design programs effectively for them. At best, we have relied on a few informants in the immediate community rather than conducting systematic studies . . . about the group" (pp. 467-468). This admonition applies as well to work with Hispanic and Asian families.

American families are more diverse than uniform in their content, structure, and organization. Since this diversity is one of the country's strengths, program developers need to work harder to know more of the specifics about the communities and neighborhoods that are home to program participants. This is especially true in family literacy programs.

Slaughter and others (Weiss, Hausman, and Seppanen 1988) urge a cultural-ecological mode for family support programs; this perspective should guide family literacy programs as well. Culturally consonant intergenerational and family programs are the ideal. Participatory program design is an excellent approach that involves parents in planning, thus going a long way to ensure that their concerns are incorporated. Some family literacy programs are sensitive to cultural differences; others try to overlook or ignore them, possibly to the detriment of both participants and the program. Such ignorance may contribute to high dropout from traditional adult literacy programs, estimated at between 30 and 50 percent (Balmuth 1986).

Family education programs in the field of early childhood show sensitivity to family characteristics and differences in a number of ways (Goodson, Swartz, and Millsap 1990):

- Translating materials and using bilingual staff

- Hiring program staff who are similar to the parents in background, race, and/or ethnicity

- Varying curricula and teaching approaches for different cultural groups

- Making curricular agendas flexible to accommodate family circumstances

Programs that involve parents in partici patory curriculum development celebrate cultural differences as well as empower parents.

Changing skills, attitudes, and behaviors at a family level is a complex matter, and the parents' authority and competence must be respected. Since child-rearing practices are strongly shaped by community values, sensitivity to cultural differences is especially important in family programs. Staff are often faced with family problems and practices that are unfamiliar--supportive and nonjudgmental attitudes work best. Group discussions help parents and staff to express their own values while learning different points of view. From another perspective, adult students are more vulnerable in family literacy programs. More of their lifestyles may be revealed than in traditional programs, as well as intimate details about family practices (Nickse 1990b). Their trust must not be violated.

Corporate Concerns

Child care and elder care are two increasing worries of employees, and what worries workers affects their employers. This is a national trend and there is strong evidence that care obligations tend to increase employees' time out of office, excessive phone use, tardiness, worry, and loss of sleep. These concerns affect productivity, which is the bottom line for employers. Some surprising facts:

- At the Stride Rite Corporation, a 1988 survey indicated that about 25 percent of the workers had some responsibility for an aging parent, and another 13 percent expected to face the issue in the next 5 years.

- By the year 2000, almost half the employees in the work force will be providing child care, elder care, or both. Now, about 40 percent of the work force is involved.

- Studies show that employees tend to lose 5 days per year on average because of problems in providing care for members of the family.

- The lack of child care in businesses costs the U.S. economy about $3 billion a year, jeopardizing economic growth as more women are needed to enter the work force.

What causes corporations to provide child care services to employees? For a company with concerns about equal opportunity, decreasing turnover and absenteeism and increasing productivity, and building a positive image in the community, providing child care is a sensible choice. Without adequate child care today, tomorrow's work force will have handicaps to learning that will affect their job performance. Child care is no longer just a family matter: the delivery of high quality day care to low-income working parents is a broad societal issue. Family literacy programs, of course, can be added to existing child care programs since their objectives are complementary.

Another workplace concern is a need to improve employees' basic skills. The following quote from Lee Iacocca, Chairman of the Chrysler Corporation, attests to this concern: "On the final lines today, we have people that can't read or write. Maybe 20 or 25 percent of workers at some of these plants are illiterate" (Gardener 1989, p. 3A).

Clearly, low literacy affects both men and women in the workplace, but the literacy situation for women in general is a special concern, as two of three new job entrants by the 21st century will be women. As the basic skills requirements of the workplace increase, the need for increased literacy emerges. More jobs will require basic and higher order skills--only 27 percent of all new jobs will be low skilled, shrinking opportunity for those without a high school education. With women entering the work force in larger numbers, their particular needs, different from men, are highlighted. Low-income single mothers and other low-literate women face problems so overwhelming that literacy, including family literacy, must be one element of a comprehensive strategy designed to offer opportunities for success as a parent, worker, and individual (Kerka 1989). Linking literacy education to employment and training programs can be a significant factor in improving women's basic skills and creating a foundation for increased employability.

Family and intergenerational literacy programs focus on elemental concerns of parents who raise children alone. If the majority of children are going to be raised by single mothers, then the impact of a woman's literacy extends beyond her own social position and self-esteem to affect that of her children (National Coalition for Women and Girls in Education 1988). The social and economic costs of low literacy are widespread and the impacts on women and children are dramatic: important measures can be taken at the workplace.

When introducing the family education program "Linking Home and School through the Workplace," Jerome M. Rosow, President of the Work in America

Institute, said that "employers and labor unions have the facilities and the economic motivation to deliver assistance to parents in the most cost-effective manner" (Bureau of National Affairs 1990, p. 656). Other corporations agree, but their numbers are very small indeed.

Summary

This section has documented some of the research base for developing family and intergenerational literacy programs. Theoretical justification for program development is strong. However, because programs are new, there is little empirical evidence to document whether they might work as well as anticipated. The family literacy concept represents an opportunity to use the accumulated research knowledge from several fields and to merge findings from studies across many disciplines. It also provides an opportunity to create its own literature with a multidisciplinary focus.

The following section presents information about family literacy practice in five sectors. It includes overviews, specific activities of family and intergenerational literacy programs, some issues they confront, and the impact and effects of programs.

THE PRACTICE

A brief overview of family and intergenerational literacy agendas in five sectors is sketched in this section. Some characteristics of programs in general are described and some issues and concerns addressed. There is a modest collection of data on program success, and impacts from several programs and studies are noted.

Adult Basic Education

The traditional role of the federal program in adult basic education (Adult Education Act, P.L. 100-297, Titles I and II) has been to provide literacy and adult basic education to adults 16 years and over, usually without a high school diploma, who are in need of basic education or skills. Table I further describes this act, which enables states to initiate new activities in the basic education of adults. Now, programs funded through the Adult Education Act (AEA) are reaching out to families in a growing awareness of the interconnectedness between parents' literacy and that of their children.

According to the Division of Adult Education of the U.S. Department of Education, which administers the AEA, there were more than 460 adult basic education programs with family literacy components funded in 1990 through Section 321, the general discretionary funds account. Additionally, about 14 Special Projects programs authorized as demonstrations by Section 353 of the AEA were developed to "break the cycle of intergenerational illiteracy" (Seibles 1990). Programs bring parents and children together in learning situations, and each is taught, among other subjects, skills that develop literacy. These programs require cooperation between adult education and other programs for children, who range in age from early childhood to 12th grade; each is designed to meet local needs.

Generally, parents are offered instruction in basic skills and parenting. A family literacy program may enroll parents during the day or in the evening if they are employed. Children may also receive instruction (but not always). Sometimes they are instructed separately by an early childhood specialist; they also may spend time with their parents and program staff to enhance communication skills and literacy interactions.

Parents served by family literacy programs are in need of basic skills instruction; may be receiving public assistance; are, or may become parents of Head Start or Chapter I children (those served by the Elementary and Secondary Education Act); may be refugee families; and have preschool or young school-aged children (Seibles 1990). Programs may collaborate with other agencies (public schools, libraries, community-based organizations), and some share programs with universities, community colleges, and corporations. Through Even Start, the new federal initiative in family literacy, adult basic education is often joined in a collaboration to serve adults and their children.

Library Programs

Federal funds for libraries continue to be an important source of money for literacy programs in communities across the country. Combined funding through two federal legislative initiatives, Titles I and VI of the Library Services and Construction Act (LSCA), reached about $8 million in 1989. Since 1986, LSCA Title I has provided approximately $5 million yearly to states for local literacy programs, and some states have provided additional monies. LSCA Title I monies are given to the states and then distributed in a competitive grants program administered at the state level. Local programs can be funded directly by the U.S. Department of Education under LSCA Title VI (Library Literacy Program) through a grants application process. In Fiscal Year 1989 more than $4 million was distributed to libraries in 47 states through this initiative. Table 1 reports further details of these programs.

Additionally, the American Library Association promotes individual library involvement in the literacy effort. It has joined forces with the Bell Atlantic Corporation to provide grants to public libraries in the Mid-Atlantic region and to establish a national clearinghouse on family literacy to share project results (BCEL 1990a). The issue of literacy is one of three themes to be addressed at the White House Conference on Library and Information Services to be held in 1991.

Each year, a federal report provides a descriptive analysis of library projects funded through LSCA Title VI. A section of a current report (Humes and Cameron 1990) discusses family and intergenerational literacy programs. The number of these programs has increased significantly, from 5 percent in 1988 to 18 percent in 1989--an increase from 11 to 38 projects with this thematic focus. The increase in interest is attributed in part to Project Literacy U.S. (PLUS), which emphasized a family literacy approach in its television programs, and to the Bush Foundation's activities, along with a more general and continuing interest in the development of literacy.

The traditional role of libraries has been to nurture and foster reading and to maintain book collections of interest and use to the community. Effective libraries have collaborations with public schools, have employed children's librarians who conduct story hours, and have special children's areas. Unfortunately, some libraries have been frequented most by readers and have not traditionally attracted low literate parents and their children, nor have staff been trained to work with low literate or culturally different families. These are barriers that libraries seek to eliminate. As neighborhoods change and are affected by changing housing patterns and immigration, libraries rise to meet the challenge: intergenerational and family literacy programs are an innovative response. Programming includes activities for parents alone such as parenting discussions as well as individual or small-group tutoring. Children participate in story times, puppet shows, and guided library use. Together, parents and children enjoy reading a variety of children's books. The library as a site for these activities is an example of nonschool social networks where cognitive development can be encouraged (Sticht and McDonald 1989).

In a recent publication (Johnson and Edmonds 1990), perspectives on family literacy library programs are discussed, with modes of service delivery identified, a continuum of involvement illustrated, and family literacy activities in library programs described. Ideas about planning programs and issues related to programs at library sites are explored. For libraries, the concept of "modeling" underlies the practical design of a family literacy program, with parents, librarians, and adult caregivers providing examples of reading behavior for children.

Goals of family literacy library programs include helping parents and adult caregivers to understand the importance of modeling behaviors for children, improve the reading skills of parents and other caregivers, enhance the reading readiness of preschool children, and help parents understand their roles as advocates for their children. There is also a desire to improve self-esteem in both parent and child and to increase parenting skills, especially those related to reading. The types of programs developed by libraries depend on the expertise available, community needs, and resources. According to Johnson and Edmonds, there are three basic service models, from minimum to maximum involvement, which involve various degrees of collaboration with other agencies.

Among the pioneers, California, New York, and Massachusetts have funded programs in family reading. Massachusetts funded one of the first programs for incarcerated mothers encouraging them to read to their children (Quezada 1989). Individual libraries have developed creative programs; several are described in the Appendix.

Family English Literacy Programs

An early sponsor of intergenerational projects is the Family English Literacy Programs (FELP) funded through the Elementary and Secondary Education Act (Title VII Bilingual Education). Table 1 provides additional information about this act.

The programs were begun in FY 1985 under the aegis of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. The act provides grants to local educational agencies, institutions of higher education, and private nonprofit organizations. Although the primary focus of OBEMLA is on serving children, the FELP program is focused on nonnative adult speakers--adults, parents, and out-of-school youth. The purposes of the grant awards are to establish, operate, and improve family English literacy programs; to help limited English proficient (LEP) adults achieve competence in English; and to provide instruction on how family members can facilitate the educational achievement of LEP children.

Among the program descriptions in a recent directory, fewer than five mention parent-child activities as an objective; however, 22 mention parenting skills as a program component (U.S. Department of Education 1989). A more detailed report would identify the philosophies and methods used and the meaning of "family English literacy" in the context of these programs. It is not clear whether adults and children receive services at the same time individually, or together at any time. A project evaluation is underway, with a descriptive report due in 1991, that will provide a comprehensive look at these important programs (Mahoney 1990).

The projects are targeted at parents and their children who are primarily in grades K-12. Grants are made for a maximum of 36 months, the average grant for 1 year is about $150,000 with a range from $90,000 to $160,000. The total number of projects is 37 in 15 states, the District of Columbia, and Puerto Rico. Participants include 6,029 persons from 22 different language groups. Grants are administered by local educational agencies, institutions, and nonprofit agencies. Collaborations are encouraged at the local level, stressing adult basic education partnerships since much expertise in literacy development is offered by these providers; duplication of effort is thus avoided.

Recent immigration has markedly increased the number of adults and children needing English language services. The opportunity for LEP children to practice English at home is greatly diminished when the home language is not English, which in turn affects their school achievement. Frequently, recent arrivals are adults who may be older siblings or relatives--they act as caretakers in the absence of parents. When the families are reunited, the children often act as translators for their parents, leaving little incentive for parents to learn to speak and write English (Kaiser and Gonzalez n.d.). This reduces the parents' opportunity to access job training programs and employment. The stress of immigration across generations is great, and intergenerational programs are important (Weinstein-Shr 1990; Weinstein-Shr and Lewis 1989).

The need for family English literacy programs seems clear, given the enormous pressures on English as a second language (ESL) in adult basic education. Between 1980 and 1988, the enrollment of native speaking adults in basic skills instruction declined by 5 percent; ESL increased by 129 percent (Pugsley 1990). A caution need be observed: it is not to be assumed that all non-English speaking homes lack effective literacy practices. There is evidence that many nonnative speaking homes support literacy in native languages and that home environments are also supportive of literacy development and use (Nash 1987). This means that different techniques and approaches should be used to recruit and retain LEP participants. Again, the need to understand the population served is critical to effective programming in family as well as adult literacy education (Auerbach 1989).

Preschool and Elementary Programs

A natural setting in which to conduct family and intergenerational literacy programs is in sites where preschool and elementary programs serve children. Besides Title VII (Family English Literacy Programs) several federal programs in the Elementary and Secondary Education Act support family initiatives, including the Family School Partnership Program (Title III, Part B) and Even Start (Chapter I, Title D). The Head Start Act administers its program through the Administration for Children, Youth and Families in the U.S. Department of Health and Human Services as does the Job Opportunities and Basic Skills (JOBS) program. Further information about these programs is found in Table 1. In a new development, Head Start programs will instruct all grantees to initiate literacy instruction as part of its services by 1992.

The Even Start program attracts many who are supporters of family literacy. The purpose of this legislation, introduced by Congressman William Goodling of Pennsylvania, is to promote the literacy of both parents and their children, aged 1-7. The Even Start Act encourages partnerships among providers and calls for parental involvement in the planning and design of programs, child care and transportation services, home- and center-based programs, and scheduling convenient for parents and children. Although funded initially at $14.8 million, below the authorized $50 million requested, the Even Start initiative signals policy concerns about the cycle of illiteracy. In 1989, 73 first-generation programs in 44 states were funded in urban and rural areas. Forty demonstration programs were added in 1990, and more will be added as funding becomes available. Targeted participants are parents eligible for adult basic education and their children who live in Chapter I cachement areas.

The legislation focuses on four key program components: parent and child together activities, adult literacy instruction, early childhood education, and parenting. Funds are awarded for 4 years as long as projects meet their goals. Among the products of this project are reports to Congress on the implementation of the legislation. A comprehensive national evaluation directed by Abt Associates, Inc. and RMC Research includes a national survey of 73 Even Start programs, case studies of 10 programs, a longitudinal study of children who have participated in Even Start, and local evaluations based on local needs. Basic research questions include the following information: the demographics of participant families, program implementation and processes, school readiness of children, parents' literacy, and parent-child interactions. Data will be gathered on what program models work best and why, whether the program is exemplary and transferable, and the short- and long-term effects of participation on children, parents, and families. This detailed study to be released in 1993 will provide an important national database for the family literacy movement.

Corporate and Workplace Programs

Family and intergenerational literacy programs are new to workplace settings. Few programs operate at present, but there is a growing interest and several exemplary programs exist. The justification for involvement of the business and industry sector in family education represents a rather radical restructuring of the relationships between employers and their employees and also between employers and the communities in which they are located. What are the reasons for this? Corporations are affected by recent changes in the social structure and work experiences of families that have altered the relationships between work and family life (Axel 1985). Companies are beginning to experiment with innovative personnel practices that make it easier for employees to manage their work and family lives more effectively. Demographics and changing social circumstances have increased the number of dual earner couples, unmarried couples, and single parents who are workers. These types of families have become, and will continue to become, more prevalent than traditional two-parent, single earner families. Flexible benefits and child care programs for new kinds of workers are responses to two specific problems perceived as having adverse impacts on employees' productivity and competitive edge. Axel suggests that responsive companies interested in family-supportive programs are those with a relatively high proportion of young, female, technically skilled, and/or nonunion workers, as well as firms with a family orientation or a strong sense of social responsibility.

Corporations face more than demographic shifts in worker profiles. There are also marked changes in values and attitudes among middle-class employees. Young adults are less likely to subordinate their personal and family lives to work, preferring instead to build roots in the community (with a growing resistance to frequent relocation) and to have more individual flexibility in work schedules. These attitudes are in sharp contrast to more common, but unwritten rules for getting ahead in a career. Spending long hours on the job regardless of family responsibilities, the strict compartmentalization of work and family concerns, and compliance with demands to travel and relocate without concern for family priorities are more traditional practices that are now being questioned.

Increasingly, employees need to feel in control of their lives, and benefits tailored

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Increasingly, employees need to feel in control of their lives, and benefits tailored to parents acknowledge concerns for families. Enlightened organizations are in the minority, however, and the tension between the spheres of work and family responsibilities, for child and elder care, is the norm. A paramount concern is child care, because two of the overwhelming problems parents face are the costs and shortage of high quality child care (Magid 1986). For poor working women, the problem is exacerbated.

Organizations considering initiatives can choose among options. Employers can sponsor financial assistance programs in which child care slots are purchased from vendors and offered to parent-employees; use vouchers, which help defray the costs of placements in local child care centers; or sponsor direct child care at or near the job site, including centers and before- and after-school programs. These may be sponsored by a single employer or through a child care consortium managed by several employers in a cooperative arrangement. However, workplace childcare programs do not usually offer family or intergenerational literacy programs, but child care (Alamprese, forthcoming). Examples of some exceptions sponsored by corporations are described in the Appendix.

It is apparent that both public and private sectors have interests and activities in family and intergenerational literacy. Each sector has special strengths in family literacy work, and each faces some challenges. Table 2 summarizes these points.

General Program Characteristics

Regardless of the sector in which programs are administered, they have some program characteristics that define them. A sampling of the variety is described here, and profiles are included in the program descriptions in the Appendix. Brief outlines of 12 programs are given and contacts are listed for those who wish further information.

Program Design

There is no one model for either family or intergenerational literacy programs. They vary widely on a number of key dimensions, but programs also share several common characteristics. They are designed to meet individual, family, and community needs and available resources; most programs are locally developed. The more carefully designed programs are based on assessments of community situations. Program diversity is considered a strength: what works in one community may not in another. In some cases key program components are suggested or required by the sponsor (that is, home visits, a center-based program); in other instances, there is broad latitude in both design and administration. Adaptions or adoptions of specific models occur--for example, the Kenan Trust Family Literacy model in which staff are trained at a national center and then form a network of practitioners across the country.

Programs may be linkage models, linking together existing community programs for children with those for adults, or self-contained, with all services supplied by the administrative agent. In both cases, programs are complex and require orchestration of many players to succeed. In some instances, a corporation sponsors a program that is placed in the community, and participation is not necessarily limited to its employees. There are several examples of these programs in the Appendix.

Issues. Integration of services is a focus in a linkage model. The challenge is to form a coherent package of services from available programs in the community. The danger is that services are fragmented

TABLE 2

SECTOR STRENGTHS AND CHALLENGES IN PROGRAM IMPLEMENTATION

Sector	*Strengths*	*Challenges*
Adult Basic Education	• familiarity and experience in working with adults • access to adult populations needing literacy skills • recruitment and retention techniques • professional staff in adult basic education • knowledge of adult literacy materals and techniques • experience in assessment of adults • linkages with social agencies, training programs, and further education	• insufficient funding • poor or inadequate sites for adult-child instruction • lack of full-time programs • part-time staff, with large numbers of volunteers needing training and supervision • marginal status in communities • lack of early childhood expertise • difficulty in collaborations with public schools • lack of current materials in early childhood and parenting education • lack of transportation and child care • recruitment and retention problems • lack of evaluation expertise and funds
Libraries	• large collections of books and materials for children and adults • community-based sites in "neutral" territory • informal programs that supplement school-based literacy objectives • professional staff familiar with children's and adults' literature • image as community literacy resource	• need for new kinds of staff with knowledge of adults' and children's literacy development • sensitivity to and awareness of cultural differences • increased outreach to communities • selling the concept of the library's role in community development of literacy • maintaining workable collaborations with adult basic education, schools and agencies • implementation problems • recruitment and retention • lack of evaluation expertise and funds
Family English Literacy	• cultural sensitivity and awareness in working with families • bilingual and bicultural staffs • familiarity and experience in working with adults • small, carefully tailored programs	• lack of appropriate curricula and materials • linking FELP with school programs and community agencies • implementation issues • recruitment and retention • costs to maintain program once started • lack of evaluation expertise and funds
Preschool and Elementary Education	• access to families in need through their children • professional staffs in child and literacy development • desire to improve parents' involvement in children's education • experience in evaluation of children's progress	• maintaining collaborations with adult basic education, business and industry, social services • training of staff to work with, and know about, adults' literacy improvement • cultural awareness and sensitivity to new populations • integration of programs for literacy development of children and adults • implementation issues • transportation for families and child care • costs to maintain programs once started • lack of evaluation expertise and funds

TABLE 2–*Continued*

SECTOR STRENGTHS AND CHALLENGES IN PROGRAM IMPLEMENTATION

Sector	*Strengths*	*Challenges*
Corporations and Businesses	• benefits to employees needing child care and literacy development • increased positive visibility in communities • access to working adults • commitment that sets examples for other corporations and businesses • public-private partnerships extend resources, expertise, and mutual interests • a long-term perspective on the need to improve the skills of the labor pool • responsiveness to social and economic issues that affect the quality of work life	• recognition of family literacy broadly, rather than a narrow focus on workplace literacy • acceptance of the feminization of the workplace and willingness to accommodate, especially needs of Black women • awareness of, and sensitivity to, cultural differences • general resistance to change in the workplace • difficulties in marketing the concept of family literacy internally • the culture of organizations as male perserves, with strict separation of home and work life • recruitment and retention of employees in education programs • implementation and scheduling problems • costs • lack of evaluation expertise and funds

or contradictory in their messages to participants. In a self-contained model, integration of perspective and curriculum is easier since there is central planning and coordination. Developing such programs, however, risks program redundancies, which is expensive to a community. If the services are unique they do not replicate that which already exists.

Administratively, programs must adhere to the mandates, regulations, and policies imposed by their funding agencies and those who have fiscal responsibilities for the services. The restraints of the various collaborators all affect program design and management, including staff hiring, the use of paraprofessionals, and the duration and intensity of the program.

When corporations act as sponsors, administration of the project may be shared with other organizations or handled at the local level. The degree of corporate involvement varies with the programs.

Program Philosophies

Intergenerational and family programs are varied in design on many dimensions, yet most share a philosophy, consciously stated or not, that literacy improvement is best accomplished through a shared social process--a notion strongly supported by research. In local programs, this theoretical concept emerges in practice in techniques that stress interaction, for example, paired reading, read-alongs and story hours, peer group discussions of reading with practice, and a variety of other socially oriented reading techniques. Special family events and field trips, group meals, and family meetings also stress shared social interactions.

Issues. In some programs, clear mission statements and a detailed plan for action define the underlying philosophy that supports the activities. In others, little thought has been given to the program philosophy, and, like Topsy, "it just grows." Each has advantages. The first approach is a blueprint that helps ensure continuity and a stable orientation and is deliberate; the second approach is spontaneous, free form, and flexible, if a bit chaotic. For effectiveness, research in adult education favors the first approach.

Sponsorship and Program Isolation

Family literacy programs are developed by many groups independent of each other, are rooted in different sectors and networks, and are located in diverse settings, for example, in adult basic education centers, early childhood and elementary schools, correctional institutions, libraries, and community-based agencies. Programs are new, and they find it difficult to learn about and from each other.

Issues. Locally developed programs may be initiated because staff feel a need for new programming and have heard of the family literacy concept. Programs may develop without technical assistance, and staff may be unaware of appropriate research and materials. Those who receive federal grants may meet others doing this work at conferences held for grantees and are able to exchange information about practice. Regretably, there is a lack of communication among programs and across sectors because the appropriate mechanisms for sharing information are not yet established. At this early point in program development, this mechanism is much needed to avoid costly errors in program design. Much trial-and-error learning is going on, which is a characteristic of new program concepts.

Target Populations

Eligibility for participation in family literacy programs varies with the funding sources and sponsors who often define the criteria for enrollment. Targeted populations for family and intergenerational literacy programs include "at-risk" adults who are educationally disadvantaged and their families, newly literate adults, adult literacy students, teen parents and welfare families, and a few mothers in prisons. AFDC recipients and parents of children in Head Start, Title XX, and Chapter I programs are also targeted for services in rural and urban areas.

Adult participants range in age from teenagers to grandmothers, and the children involved from birth to middle-school age. Recruitment sometimes targets specific dyads: for example, low-literate Chapter I parents and their children (Nickse and Paratore 1988); Even Start families with children from 1-7 years; or mothers without high school diplomas with preschoolers--3- or 4-year-old children (PACE, Kenan).

In the corporate sector, employers seek to attract employees to programs as part of family-supportive work environments. As the composition of the work force changes due to demographic factors, populations new to the workplace replace traditional white male workers. Often, these workers are single mothers with children.

Issues. Who receives services is not a particular issue, since adults and children with educational needs are the targeted participants. Some programs serve families across a wide age span, others restrict services to a particular age group. Programs decide whether to serve families from particular geographic areas, or to concentrate on people from similar ethnic backgrounds or at a particular site. One concern is that eligibility criteria for participation "cream" the most able adult learners by stressing earning a high school diploma, rather than reaching out to those who are least literate and the hardest to reach. At the workplace, employers provide opportunities for their own employees or for families in communities in which they have facilities. The real issue is the appropriateness of the services to the needs of the participants.

Recruitment and Retention

Many different strategies are used to recruit and retain participants. The press, radio, and television are used, as are many varieties of printed materials, brochures, posters, and flyers. Personal contact is quite successful as a strategy. Community liaisons visit homes, local churches, and social agencies. Cooperating organizations such as housing authorities refer families. Volunteers travel to homes and walk participants to centers. Transportation and child care may be provided to reduce these real barriers to participation. Breakfast, lunch, and snacks are served. When food stamps run short, this service is most welcome. Stipends may be offered for transportation, gasoline, and toys and books. Graduations, holiday celebrations, and field trips are used to promote the program and retain participants. Expanded services to families may be one reason that family literacy programs experience better retention than traditional adult basic education programs.

Issues. Programs use many techniques to recruit participants, but recruitment and its companion, retention of participants, are major problems. The concept of family and intergenerational literacy is new, and marketing the concept takes time. Adults are not used to their children accompanying them to instruction, and the idea takes a while to get accepted. Word-of-mouth and personal contact remain the single best way to build program support and participation among families. Staff try hard to break down the isolation that often affects families, whether they live in rural or urban areas. Some families are not able to spend large amounts of time in intensive programs. The need to work and heavy family responsibilities make it difficult for many to participate. Staff have found that they must be sensitive to routines of family life. Some programs schedule staff meetings on the day that participants' welfare checks arrive, knowing that protecting checks takes precedence over class attendance.

Family mobility and erratic attendance patterns are also common complaints. Families often move around in the community, out of the program area, or, if they are migrant workers or between-country commuters, leave the state altogether at certain intervals. Those programs able to provide transportation and child care find participation easier. An air-conditioned, attractive site can help recruitment immeasurably.

There are tales of "customer resistance"--programs are all set up, but few families attend or remain for a sufficient time for the services to have effects. An explanation is tendered that parents believe they are good parents and feel they do not need help with "parenting." Programs have learned to rename this component, calling it "parent time" or "discussion time," which is usually an effective strategy. In the same vein, programs have learned to eliminate the word "literacy" from their titles and recruitment, since this can also offend or frighten prospective participants.

Program Length and Size

The frequency, duration, and intensity of services for each group varies a great deal from one program to another. For example, the PACE and Kenan models are very intensive and require attendance of parent and child at school sites 3 days per week for 6 hours per day, for 9 months of the year. Each site is equipped to serve 15 families. Such intense participation is only possible if the mother is not working, or if the program schedules activities when working parents are free.

Other programs are larger, serving more than 100 families per year, but with less intensity and shorter duration; some operate year round, with the same or different activities in the summer months. Size is a function of funding, available space, recruitment and retention techniques, staff expertise and commitment, and the history and location of the program.

Issues. Program length, size, and intensity reflect decisions made by staff and the resources available. Some choose to serve many families less frequently, others serve a small number for several years, if conditions permit. Obviously, expected program outcomes for families will differ depending on the number of contact hours participants receive.

Instructional Groupings and Methods

Stripping away the variations, services are generally offered for three instructional groupings: parents/adults alone, children alone, and parents/adults and children together. The primary focus may be on each of the groups separately, or in some combination. Instructional methods include large and small group classes and discussions; parent meetings; tutoring; parent-to-parent interactions; speakers; computer use and computer-assisted instruction; television, videos, films; home visitors; and site visits. Field trips and special "literacy events" such as parent rallies are all methods for teaching and learning. A sample of activities used in programs is detailed in Table 3 on page 41.

Issues. There is evidence that at least two strategies used may be ineffective. Lancy (1988) notes that the techniques parents use in reading to children vary greatly. Effective techniques (relating the story to the child's experience, for example) help foster positive attitudes about reading, but other techniques turn children off if poorly done. Removing clues by covering up the pictures in the book, for example, does not facilitate the storytime experience for the child. Another technique, read-aloud contracts, asks parents to pledge to read to children a minimum of three times or 30 minutes per week, which can be an unrealistic expectation for those with little tradition of family reading, skill to do this, or books in the home to use (Nickse, Speicher, and Bucheck 1988). Intimidation of parents is surely to be avoided. There is evidence that parents can be taught to select appropriate books and learn to read them aloud to children using effective techniques, which help both parent and child to improve literacy (Edwards 1989; Handel and Goldsmith 1988b; 1989).

Sites and Facilities

Classrooms in schools are set aside for use by parents and children, and specially equipped Parents' Rooms are created in neighborhood schools. Community centers, libraries, prisons, community-based agencies, and homeless shelters house center-based instruction. Some family literacy programs in rural areas find home-based services the only feasible form of outreach, due to geographic isolation, poor or nonexistent transportation, long travel distances, severe weather conditions, or a lack of an appropriate meeting space in communities.

Specially designed Family Learning Centers represent a new kind of facility for housing dual programs for adults and children (Nickse, forthcoming-a). Programs may be located in renovated storefronts, trailers, or temporary classrooms dedicated to family literacy instruction. Abandoned school buildings may be reopened and renovated, and playgrounds created or refurbished. Space for toddlers and infants is created complete with high chairs, play pens, and washers and dryers adjacent to rooms where parents work at computers to improve their literacy. Transportation to the site, which is important to program success, is easier to provide if services are not dispersed throughout a community.

Issues. There are many advantages to a dedicated site that provides facilities for infant and toddler care, early childhood activities, parent literacy, and parenting instruction. Parents are never far from their children. There is the added opportunity to observe professionals as they work with youngsters. Staff can encourage parents to try new behaviors with their children, first with supervision and then alone. Parents act as volunteers in classrooms or assist staff in program processes. In some locations, a dedicated site becomes a gathering place for families--a kind of center for family learning--which breaks down social isolation and encourages a new sense of community.

Collaborations

Many programs involve collaborations with several agencies in partnerships. This aspect is significant in Even Start as it is stressed in the legislation. This differentiates family and intergenerational literacy programs from other educational programs. Since no one agency is an authority on child development, adult literacy, and parenting, family programs need a multidisciplinary approach, and that is best obtained through collaborations. These may involve public-private partnerships, agency-to-agency collaborations, or any configuration that draws on the experience and resources of persons and institutions interested in the development of family programs. Collaborations may be formal and completed with contracts, or informal agreements, based on handshakes. Strong collaborations may share decision making, staffs, and facilities, while others have more loosely involved relationships. Effective models for such collaboration are needed. Suggestions for the steps involved to develop them are reported in a useful monograph (Habana-Hafner 1989).

Issues. In many instances, collaborations are new relationships, difficult to initiate and maintain, but well worth the effort in the long run (Nickse 1990a, 1990d, forthcoming-b; Nickse and Englander 1985b). Shared ownership of a successful program builds trust and pride and helps to ensure its stability. Stakeholders invest emotion and resources in projects, which balances real problems in joint administration. Turf protection, constraints in services and schedules, overburdened staff, and changing representatives from agencies test the patience and operating processes of collaborations. The need to keep all members of the partnership informed is also an issue. However, many are learning to overcome these problems and share community enthusiasm for family literacy projects.

Staffing

As the reader may suspect, there are many forms of staffing for family literacy projects, with a mix of professionals and paraprofessionals common. Depending upon the sector that sponsors the programs and the program design, staffs consist of early childhood teachers, adult basic education and English as a second language specialists, librarians, social workers, home visitors, community liaisons, curriculum experts, evaluators, graduate students, college work-study students, and volunteers. Staff may act as advocates for program participants, particularly in community-based organizations. Health staff may be involved, and parents themselves may have responsibilities, either while they are in the program or after they have "graduated" from its services.

Appropriate selection of staff and their training in team approaches is a factor in successful program operations. Inservice training is often a component, but the amount of time spent varies with the program. New types of jobs are emerging in family literacy work, for example, parent home visitor, not generally classified in school administration structures.

Issues. Selection of staff can be complicated by a need for experts who can work together, sharing expertise in early childhood and adult basic education. The role of volunteers in programs is a consideration. Some programs use none, or only parent participants; others depend on volunteers for a variety of tasks. There are other problems. For instance, hiring multidisciplinary staff when operating funds are scarce and the coordination of staff who are full and part time can be difficult. Interactions with families in need can be emotionally draining; staff burnout is a factor and contributes to staff turnover.

Staff training is a necessity and poses a challenge for projects. Programs are complex and filled with administrative details; finding time for training is a major concern. Then, too, the variety of topics of interest and concern to staff is quite broad, touching on literacy development, early childhood education and development, parenting, adult development, and family systems theory, among others. Good staff training takes resources as well as time.

When professional and paraprofessional staffs are employed together, there are differences in salaries, benefits, and status (Goodson, Swartz, and Millsap 1990). Staff do not necessarily work the same number of hours or enjoy equal pay and benefits. This is a sensitive area confronted by program directors and emerges as a policy matter to be negotiated.

Curriculum Content

Table 3 summarizes some typical curricular content and activities for parents, parents and children together, and children alone. Within different administrative frameworks, program activities range on a continuum from a simple focus on building enjoyment for reading to complex academic objectives that include direct instruction in literacy, for example, adult basic reading for parents and prereading activities for children.

Resources are created and distributed through programs, in the form of "make and take" toys, toy and book lending libraries, and book and toy give-aways. Networks are developed for exchanges of good used clothing, furniture, and baby equipment. Other activities include training of full- and part-time staff and volunteers, advocacy services and training for parents, and provision of support services to participants, such as stipends for travel, hot meals and snacks, child care, and transportation.

Issues. Some programs use the few commercially produced curricula for each component of the program. The purchase of a complete and integrated curriculum for a program is rare, and probably not feasible because of variations in program goals and objectives and the populations served. There are some appropriate materials in each sector from which to choose; adult literacy and ESL materials and early childhood and parenting education curricula are available. There is a lack of materials for family and intergenerational programs, especially those that are culturally appropriate. Staff often develop materials using an eclectic approach (Staryos and Winig 1985).

Steps toward literacy involve sensitive psychological and behavioral changes that may contradict long-held family and community values and alter social networks. There are costs as well as benefits to individuals in becoming literate that are seldom mentioned, which are properly addressed through sensitive curricular designs.

When families and communities do not place a value on education, adults may not become literate without a high degree of personal stress. Social networks of long standing, formerly a source of support to the learners, may reject them. Family members may become abusive or even forbid participation, fearing personal changes that may threaten old relationships. On occasion, the newly literate may need to distance themselves from family or friends who cannot cope with their lessened dependency, and this causes anxiety and stress. Good programs are aware of this contradiction and use counseling and group discussion to help ameliorate such painful outcomes. Building new social networks through participation provides

TABLE 3

PROGRAM CURRICULUM/ACTIVITIES BY TARGETED PARTICIPANTS

Targeted Participant	*Curriculum/Activity Type/Content*
Parent Alone	• literacy, basic skills, ESL, GED/H.S. diploma instruction • community college courses • curriculum instruction in parenting, health, nutrition, job search, whole language writing projects (keeping logs and diaries, writing children's stories) • employment training • resume writing • orientation to schools and schooling • parent advocacy instruction • volunteer work in children's site • acculturation workshops and discussion • computer literacy and word processing • parent clusters and dinner meetings • parents as advisory board members to projects • classes and discussions in appropriate child development practices • specially designed parenting materials • new parents' classes • father/father surrogate projects • parent-child communications; counseling and referral • advocacy • minicourses in career identification and awareness • mentoring programs • parent training in reading to children • appropriate book selection • coaching in playing with children • modeling of good reading practices with peer rehearsals
Parent-Child Together	• modeling tutor/child/parent • story telling • book talks • side-by-side reading • make and take workshops • field trips to zoos, museums, libraries, parks, historical sites • other educational field trips • home visits with distribution of books, toys, reading and arts and crafts materials • "modeling" of good child development practices • book give-aways • Reading Is Fundamental parties • family computer events, take-home computer activities • computer literacy and games • joint word processing • family parties for holidays • cultural celebrations • family workshops for make and take toys • cooking together • films and video viewing • family and children's hours • lap-sits • read alouds • read-in sleep-overs • programs by story tellers and authors • commercially published programs in family reading • identification of health problems and assistance

SOURCE: Nickse (forthcoming-b)

TABLE 3--*Continued*

PROGRAM CURRICULUM/ACTIVITIES BY TARGETED PARTICIPANTS

Targeted Participant	*Curriculum/Activity Type/Content*
Child Alone	• early childhood programs (Head Start, High Scope, Hippy) • follow-through • daycare for infants and toddlers • kindergarten programs • locally developed curriculum • summer day camps • summer reading programs • book and game clubs • music and art activities • reading competitions • lap-sits • reading and story telling events

families with needed emotional support and new friendships. Despite this downside, programs have ambitious goals and are critically important, as a recent report on adult literacy points out (Chisman 1989).

Cultural Differences

According to experts, in most cultural settings the everyday interactions between mother and child constitute the paramount aspect of the social environment of childhood. The following concepts are extracted from an article on maternal behavior by Laosa (1981).

Studies of mother-child relationships report the diverse patterns of mother-child behaviors among social and cultural groups and how these relationships develop. They are related to children's behaviors outside of the maternal relationship and the family setting. Mothers in everday interactions with children function as teachers. Much of the implicit curriculum and instructional methods used in the home with children in their early years is mediated by the mothers' teaching strategies.

Yet a major concern in these studies is how to define "socially competent mothering." Each socio-culture has a formula for customary parental behavior, evolved over time, which is largely successful under conditions of relative stability. Conflicts can occur when behaviors that are adaptive within one sociocultural community are viewed as maladaptive or deviant in another setting or under new conditions. Typically, states the author, "maternal competence has been defined as a unitary set of standards or norms, and almost without exception, the norms . . . have tended to represent the characteristics of the modal white middle class mother" (p. 163).

For example, a study of Chicano and Anglo-Americans mothers found clear cultural group differences in the pattern of maternal teaching strategies observed. The Anglo-American mothers used inquiry and praise more frequently than did the Chicano mothers. However, the Chicano mothers used modeling, visual cues, and directive and negative physical control more frequently than did the Anglo-Americans.

Laosa emphasizes that little evidence exists to indicate that either of these patterns of maternal teaching behavior makes for "better" mothering in any general sense. But there may be patterns of maternal teaching behavior that will better prepare the children for adapting to a given educational system and occupational niche. The author argues that the greater the "match" between the teaching strategies of the home and those of the school, the greater the likelihood that the child will make a smooth transition between the two milieus. The work of Heath (1983), Taylor and Dorsey-Gaines (1988), and others cited earlier points to the discrepancies between teaching strategies at home and in schools.

The data on the possible differences between the two environments seem clear enough. Controversy arises, however, when two possible solutions are proposed. Both solutions have supporters. The issue, oversimplified here for emphasis, is this. Do we change the behavior of the children learned at home within their cultural context to fit the requirements of the schools? Or, do we change the practices of the schools to match the children's behaviors, learned so naturally in their homes and within their sociocultural communities? Advocates of both positions design educational interventions that have effects on adults' and children's learning.

Issues. Family literacy programs work with a wide variety of ethnic groups. Staff need to be particularly sensitive to differences in mother-child relationships and maternal teaching behaviors. Many ethnic minorities, in order to achieve socio-economic mobility, must develop parental strategies of dual patterns of adaption: those that fit with the minority socio-cultural setting and those of the dominant group (Laosa 1981). Learning new behaviors and new ways to interact with children may be quite stressful to parents who want to do what is best for their children.

Successful family education programs face the issues of ethnocentism squarely and with sensitivity. The notion of invoking the concept of "deficit" mothering or "social pathology" to explain differences in maternal behaviors has no place in family literacy programs.

Role of Parents

Simply stated, what is the role of parents in family and intergenerational literacy programs? Are parents to be trained as surrogate teachers working on school-based literacy tasks, or are they instead to learn the social significance of literacy and its value for themselves, then become transmitters of literacy to their children? When discussing or evaluating programs, we need to know which philosophy guides the development of the intervention used. Some developers believe that highly structured models that train parents by very direct instruction as "first teachers" of their children are the most valuable in changing skills, attitudes, and behaviors. Others believe that this direct mode focuses on training rather than on education, is "invasive" in its approach to changing parents' behaviors, and must be avoided for this reason. Parents can be involved in programs by taking the following roles:

- Learners--learning about themselves and improving their own literacy
- Teachers--learning about children and practicing with their own and others' children
- Models--demonstrating appropriate literacy behaviors to their families
- Tutors--learning to teach others using peer teaching
- Volunteers--taking on responsibilities in the program or in the child's school
- Advocates--joining with others on behalf of children or for one's own child
- Community Liaisons--doing recruitment, making home visits
- Curriculum Developers--developing culturally sensitive and appropriate materials
- Staff--planning and administering program processes, counseling, advocacy and outreach
- Advisory Board Members--responsible for policy decisions

Issues. The roles listed here are ordered from least to most degrees of involvement and intensity of participation. Program staff decide which of these roles they want parents to take based on their knowledge of the parents' abilities and on the attitudes and schedules of staff. Sometimes their decision is based less on parents' abilities and more on the convenience of the staff. Sharing power, that is, involving parents in major roles in the program with high degrees of responsibility, will not happen except by staff intent and program design; some program staff are reluctant to do this. Others believe that developing parents' leadership and advocacy skills is fully as important as academic and parenting skills. It is a matter of program philosophy and goals.

For many programs, the argument about the roles of parents is moot because no philosophy guides the programs. The idea of developing family literacy programs seems an attractive and simple response to the growing awareness of the need for improved adult and child literacy. Some programs are developed and administered with little assistance from reading teachers, and without assistance from professionals with adult basic education and early childhood backgrounds. These programs need technical assistance to succeed.

Funding and Costs

As noted in the first chapter, programs are funded by both the public and private sector, through legislation at the federal and state level, through special projects monies and "seed grants," and from foundation sources. Locally, school districts and agencies make in-kind contributions and give matching grants and gifts, which are welcome forms of support. Book publishers donate books or offer them at reduced costs; other services are offered, including needed medical attention--eyeglasses and dentists' visits. Program costs vary according to the services offered, local salary scales for staff, the amount and kind of transportation and child care available, availability of on-site psychological counseling, and the sophistication of the site and its facilities.

Issues. Programs are often funded (1) at a low level and (2) for short time periods, two conditions that jeopardize their long-term success. An exception is Even Start, in which programs are funded for 4 years as long as program objectives are met. This seems a minimum commitment for establishing a new concept such as family literacy. Programs need time to establish collaborations with agencies, form support networks, and recruit participants to this new kind of educational service. Building trust within communities takes time and is essential if new populations are to be attracted and retained.

Program costs vary widely and depend on multiple factors: a clear idea of per contact hour expenditures or costs per family served is needed, although it may be difficult to establish a meaningful baseline for service when there is such program variation.

Evaluation

Do family and intergenerational programs work? This is the general question that awaits some definitive answers. There is modest but growing evidence that programs "work" depending on how success is defined. Evaluation tends to be informal and formative rather than summative, and the primary purposes are for program revision to improve program service delivery or to report to funders. Simple research designs are used: pre/posttesting or posttests only, and sometimes comparative and matched data are collected. Random assignment designs are rare, because it is often difficult to establish experimental and control groups. Erratic attendance and high mobility of the families affect rigorous data collections. There is also a well-founded fear that testing participants will drive them away from programs.

Instruments used for evaluation are commercially or locally developed and include the following:

- Interviews and questionnaires (with parents, staff, collaborators, children)
- Case studies of individuals and families
- Parent self-reports and evaluations
- Anecdotal records of participants and staff
- Observations of parents and children, alone and together
- Parent logs and journals
- Child assessments and observations
- Ethnographic studies of family literacy patterns
- Standardized tests for both adults and children

Programs involved in evaluation may use a combination of techniques.

Issues. Evaluation data are scarce and difficult to compare, because programs are so varied. At many sites techniques are crude or superficial because staff is not trained to perform evaluations or because impact data were never required before. A key point to remember is that programs are new, and some are under little pressure to evaluate. Nevertheless, there are modest data to suggest that programs are having impacts on participants. Table 4 notes some of these.

Evaluating family interactions and the multiple effects on adults and children tests the existing repertoire of techniques (Weiss and Jacobs 1988). Although some success is reported using time series and cohort studies with baseline data, case studies and ethnographic approaches are needed at this early phase in the work. As the need for more formal evaluations develops, specifications must be carefully done by those familiar with the sensitivity and difficulty of measurement in family interactions as well as literacy development. A key factor is that of unreasonable expectations for programs. Family literacy is uncharted territory, and there will be false starts and misleading data. The danger is that policy decisions will be made prematurely based on poor evaluation information. Long-term effects are the goal, and years of experimentation may be expected.

Another key factor that affects the quality of evaluations is financial. In general, family education programs (and family literacy programs) do not have the resources to conduct ongoing summative evaluation (Goodson, Swartz, and Millsap 1990). Some programs collect data, but cannot afford staff to analyze them (Heberle 1990). The need to report to funders is a chief reason for collecting data and often limits the kind and amount collected.

Promising work in this area includes the national evaluation of Even Start, which is a comprehensive and complex study. Information about this study can be obtained through the U.S. Department of Education. Another resource with suggestions for evaluation is a report issued by the Illinois Literacy Resource Development Center (1990), which outlines evaluation designs, instruments, and curriculum suggestions based on experiences in 25 family and intergenerational literacy project funded by their State Literacy Council. The National Center for Family Literacy also issues research reports as one of its functions (Darling and Hayes 1989).

Program Impacts and Outcomes

Table 4 summarizes some program impacts and outcomes. Because programs have different goals, histories, and evaluation objectives, they are difficult to compare. Areas of impact include program implementation, program processes and administration, effects on parents' achievement, program retention, and children's readiness for school and school achievement. Demographic data on participants and the numbers who attend events give a picture of participation. Interest and enthusiasm are reported for events and activities, and for materials developed especially to aid families in literacy development. As new programs begin to collect data, evidence will accumulate. At this early stage in their development, even descriptive information is difficult to locate. The research community can assist in determining program effectiveness, but to date has been little involved. Basically, a lack of funds for research and evaluation and a lack of appropriate techniques and instruments limit sound judgments about program impacts at this time.

Summary

In describing programs in the five sectors, their great variety is apparent--as are their similarities. Dimensions on which they vary include the following:

- Program goals (narrow or broad);
- Settings where they are held
- The nature of the intervention
- The targeted beneficiaries
- Eligibility for participation
- Funding, sponsorship, and administrative responsibility
- Degree of collaboration with other agencies
- Program content and activities
- Nature of instruction used
- The use of evaluation and types of methods employed

Similarities include concern for literacy development and, more broadly, for human development. The diversity is healthy since no one type of program intervention can appeal to the broad range of literacy needs in the country. There are broad issues faced by each program and specific issues confronted in each sector.

What is important, however, is a need for a systematic way to collect and disseminate information about programs and a means to provide technical assistance by professionals across a variety of fields, adult basic, preschool and elementary, and bilingual education. Information from early childhood development, adult development, cognitive science, family systems theory, and bicultural awareness is needed to help ensure high quality programs. This merging of discipline fields is an opportunity for multidisciplinary efforts--collaborations that are rare in the history of social service interventions, but now seem essential for better quality (and perhaps when reorganized, less expensive) services that may gradually improve family literacy over time.

TABLE 4

FAMILY AND INTERGENERATIONAL LITERACY PROGRAMS: EXAMPLES OF RESEARCH FINDINGS

Study and Investigator	*Program Impacts*
Collaborations for Literacy (Nickse and Englander 1985b)	Using videotapes of Reading Rainbow, a noted TV reading appreciation series and related children's literature, parents enjoyed reading books with themes familiar to adults and children. Fantasy or nonsense books had little appeal to parents, and watching videos, for modeling in good reading practices, was thought by parents to be a waste of tutoring time.
FELP Program (Reyes-Gavilan, Garcia, and Diaz 1987)	All aspects of parent knowledge tested. Some slight differences noted in children's math and behavior.
Pennsylvania State University (Askov 1987)	Chapter I children and parents benefited from a specially designed computer reading program; children's school attendance increased.
AVANCE (Rodriquez and Cortez 1988)	Data demonstrated the severity of deficiencies in parenting and economic stress, which was consuming any potential for improvement and well-being for participant families.
Clark University (Dickinson 1988)	Forty Family Education programs (of 500 studied) supported children's literacy; only eight were intergenerational.
Parents as Readers Program (Handel and Goldsmith 1988a)	Parents who are students in a community college improved their own reading scores on a criterion-based test; they reported more home use of books and increased use of the library.
Collaborations for Literacy (Nickse and Paratore 1988)	Children of Chapter I parent participants showed no significant gains in reading, but parents reported anecdotal data that suggest children benefited indirectly from parents participation in a year-long intergenerational reading program.
Families for Literacy (Solorzano 1989)	Matched data on 708 learners' progress after 3-5 months participation showed reading and writing levels increased, learners' perception of their skills increased, and the program had a positive impact on their employment status and confidence on their jobs.
Family Reading Program (Shaffer 1989)	One hundred seven libraries in 52 counties attracted 222,000 adults with children under eight to 1,293 hours of special literacy events. Increased service and membership to low and aliterate families, enriched families, enriched children's book collections, increased book circulation, increased awareness among staff of low literate families, and increased programming were positive results.
Kenan Trust Family Literacy (Darling and Hayes 1989)	Adults' scores in reading, writing, and math improved from one to three grade levels on a standardized test. In 1989, 10 percent had passed the GED tests. Children improved skills and were better prepared for kindergarten, based on well-known measures.
Collaborations for Literacy (Nickse 1989; forthcoming-b)	Chapter I parents increased scores on a standardized reading test, working with specially trained college work-study tutors in a program that emphasized parents' progress in reading and suggested parent-child literacy activities in the home: retention of parents, attributed to the family focus, was 75 percent in a 12-month program.

TABLE 4--*Continued*

FAMILY AND INTERGENERATIONAL LITERACY PROGRAMS: EXAMPLES OF RESEARCH FINDINGS

Study and Investigator	*Program Impacts*
Parent and Child Education Program (Heberle 1990)	Parent participants, using entry-exit measures, increased two grade levels on a standardized test: 70 percent passed the GED tests. Children showed gains on criterion-based measures designed for use with a validated early childhood program. Over 800 families served to date in 33 classrooms in 30 school districts.
Project TURN (Brown 1990)	Reports 350 parents have attended; parents report more reading with children in the family and acceptance for a specially designed parents' kit for new parents.
Family Learning Center (Nickse, forthcoming-a)	A specially designed experimental site in a storefront, open 65 hours a week, with daily ABE/ESL and weekend family literacy events attracted participation of 80 adults (the majority of them parents) and their children, in 10 months.

A TYPOLOGY FOR CLASSIFICATION OF FAMILY AND INTERGENERATIONAL LITERACY PROGRAMS

Family and intergenerational literacy programs are a new area for research and development. Their numbers are on the increase but the concept itself lacks a theoretical and conceptual base. This section offers a "first step" conceptual model with four generic types to organize programs by key components, and it speculates on the advantages and disadvantages of each. It describes 12 examples of practice that represent these types.

The variation among programs points to a need for a way to identify and classify programs. Program titles can be misleading, as was mentioned in chapter 1. It is difficult to extract information about practice from program names or titles. The theme of "intergenerational" and "family" literacy is a hot topic--but there is little agreement about the meaning of these two words and programs may use them interchangeably.

Adoption of a classification system or typology can clarify distinctions between programs by key components. A typology is useful for practitioners, researchers, and policy makers--it helps in planning programs, in discussing them, and in training staff. Its use can give a broader view of community literacy services (Nickse 1990a,b). Of course, there are limitations to any typology. It tends to simplify phenomena, which is both a strength and a weakness. There are program examples of mixed model types, and there is variation within each type, a thought to be kept in mind. For example, Even Start programs may all be called "family literacy" programs, but there are great differences between the programs themselves. Further, no single model type is necessarily better than another, assuming a needs assessment has preceded the design of the program and influences the practice. There are many avenues to improved literacy for adults and children.

There is a question about whether the adult and the child are present together for literacy development any or all of the time. Put another way, is the "family component" abstract or concrete? Adult groups learning hypothetically about reading to children constitute an abstract component. Children and adults reading together constitute a concrete component. Which is the best arrangement? Does it make any difference? If so, why? Another question is one of the degree of participation: the intensity, duration, and frequency of services. Some programs are very intense and high on degrees of involvement, others are lower. Does more time spent in a program result in more positive and lasting effects? These questions remain to be answered. However, one thing is clear. If the program is limited in frequency of contact to families to several hours a week, rather than several hours daily, the expected outcomes for literacy development will necessarily be different. The concept of success and the measures selected to document it are quite different for Type 1 programs than for Type 4 programs.

These distinctions are important for several reasons--at this early stage, we do not know which interventions, abstract or concrete, of long or short duration, of more or less intensity, are more effective with particular populations or for particular outcomes. Perhaps each is useful with identified populations; only research can answer this question. A central debate occurs around these issues, and programs are structured differently, depending on their philosophy on these points. The models pull out key components related to participation and target populations.

Models of Family and Intergenerational Literacy

The proposed typology is presented in figure 1. Although rather simple, the matrix provides an organizational framework to classify and examine program types broadly across two critical dimensions: (1) type of program intervention (Direct or Indirect) and (2) type of participation (Adults alone; Children alone; Adults and Children together). Primary participants receive direct services; secondary participants benefit indirectly. By labeling participants as "adults" rather than "parents," the matrix has broader application and encompasses programs that work with extended families and with unrelated adults and children. Representative examples of each type are included in the Appendix with program descriptions.

Some characteristics of the four program types have been described briefly in several articles (Nickse 1989; 1990a,b; forthcoming-b) and are here elaborated.

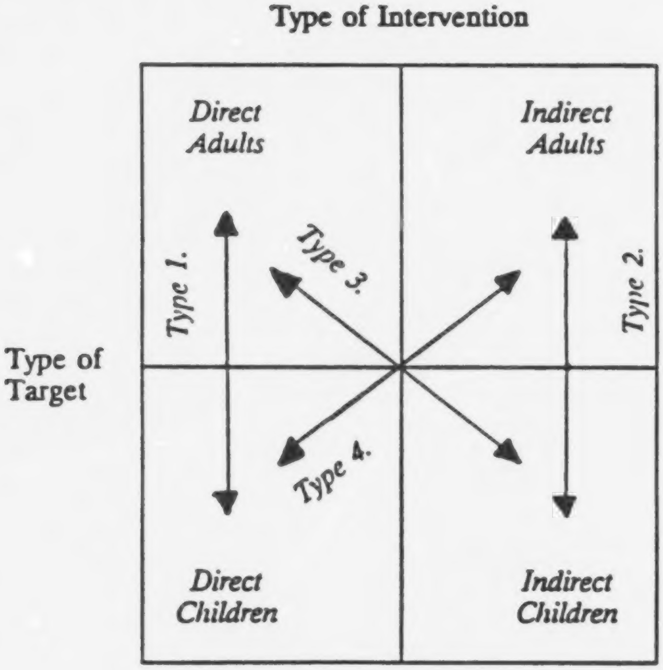

Figure 1. Typology of family and intergenerational literacy programs

Type 1. Direct Adults-Direct Children

Key characteristics of these programs are their frequency, duration, and integration. Intensive participation of adults who are parents (or acting as parents) with preschool children is required. This is a highly structured intervention. Educationally disadvantaged adults and their children may attend as often as daily for a minimum of 3 days per week (for example, 8 a.m.-1 p.m.) for up to 9 months. Parents attend literacy instruction and learn skills in various academic areas; they may also participate in parenting education, vocational training, or volunteer in the program or in children's classrooms. Parent-and-child together activities are also a key feature. Parents are taught to interact with their own children, to be "first teachers," to play with and read to them. In parent discussions, child development and parents' roles and responses are topics. Programs use a dual curriculum and direct instruction that is formal and class based. Children receive preschool or other direct instruction. Participation is supervised by professional adult basic education and early childhood teachers working as a team; there are established cycles for participation, and attendance is monitored. Validated curricula might be used for adults and children. Adults and children are the primary beneficiaries.

Advantages. This is the most intensive model, particularly if it includes daily instruction. Relationships between parents and children can be observed by professionals and immediate feedback provided. This is a good model for nonworking parents with preschool children. It is most effective for parent(s) with one child (not several, which are distracting). The family dynamic is most powerful since there is a high degree of parent and child interaction. If the program is school based, it introduces parents and children to this environment in a nonthreatening manner.

Disadvantages. The instructional site must be appropriate and furnished for both adult and child learners. Space must be found in a cooperating local school district, if the program is school based. Dual programming is needed, structured for two types of participants, parent and child. Transportation may have to be provided to bring families to sites on a regular basis. Both adult education and early childhood specialists are needed. It is a poor model for working adults or for adults who are housebound for any reason. If the parent has several children, child care must be arranged.

Examples: PACE (Kentucky); Kenan Family Trust Literacy Project. See Table 4 and the Appendix for details.

Type 2. Indirect Adults-Indirect Children

Adults and children participate in this model. An adult (who may or may not be a parent) and a child or several unrelated children attend together. A key characteristic is the promotion of literacy for enjoyment. Participation is less intensive and instruction is less formal. There is no sequential curriculum--rather, a series of literacy enrichment events is offered. For example, storytelling, read-alongs, book talks, and family and children's hours may be held on weekends or after school. Senior citizens or volunteer tutors from nearby colleges or organizations may read to neighborhood youngsters. Children of many ages are welcome, with their own parents or accompanied by friends or relatives. Families can attend intermittently, because programs are brief and supplementary. Adults may receive literacy tutoring for several hours per week, but formal classes are not provided on a daily basis. An appreciation of books and literature is emphasized. Attendance is voluntary and the events informal. Working adults and school-aged children can participate, too, because programs can be during the day, after school, or on weekends. These programs are more likely to be intergenerational, but they may also serve families. Adults and children are the primary beneficiaries.

Advantages. These programs often, but not always, require short time commitments for adults and children since their objective is enjoyment. They may improve attitudes toward literacy if both parents are involved some or all of the time, since family dynamics are powerful. The model generally does not require full programming or permanent renovation of a site. It does not require permanent full-time professional adult basic education or early childhood education staff, although programs may have them. Unrelated elders and children can interact together.

Disadvantages. This model does not directly teach reading skills to adults or children in an intensive, sustained format. The program may or may not have professionals in either early childhood, reading development, or adult basic education involved at all, or they may be involved as consultants--the level of participant involvement may not be as intense as a Type 1 program.

Examples: Marin County Library, and Read Together programs; Stride Rite Intergenerational Day Care Program; Nissan Family Learning Centers and the FIEL program. The Appendix contains details.

Type 3. Direct Adults-Indirect Children

A key characteristic of this type is that Adults are the main target for service, and children do not participate regularly, if at all. Parents and other guardians and caregivers participate. It is thought that adults who become more literate positively influence their children's literacy interests and skills. The curriculum may include literacy or English language instruction for parents, and perhaps coaching in reading children's stories or other parent behaviors that assist children. Peer practice is used, often in workshop formats. There is no formal classroom instruction or long duration of participation, although the materials used may be structured and sequenced. Literacy instruction is directed at parents who may also participate in a number of other activities, including parenting instruction. These program may be developed for specific parents in specific situations, for example, those from similar ethnic backgrounds, or with similar interests (community college students) or environments (incarcerated mothers), or employees in the same organization. Parents are the primary beneficiaries, becoming more literate and aware of issues related to child development and literacy. Children are secondary beneficiaries, since their parents or caretakers become more able to help them.

Advantages. Adults are not distracted by the presence of children; parents can practice with each other and develop relationships with other parents. Parents can take materials home and work with children at home. Although parenting is discussed, there is no supervised interaction with children, so there may not be as much need for an early childhood specialist staff person. Persons can be trained to facilitate the workshops, which diminishes the need for an expert on the staff of the participating organization.

Disadvantages. There is no direct observation of the parent/adult-child interaction, only parent reports of what happens at home. Staff cannot tell how (or if) the adult is being effective with the child. It may be that the adult/parent forgets what to do to improve literacy at home or the adult may continue literacy behaviors inappropriate to a growing child's needs.

Examples: Many Family English Literacy Programs; Parent Readers Program; Linking Home and School through Workplace Program. See the Appendix for details.

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Type 4. Indirect Adults-Direct Children

Children are the primary beneficiaries in these programs and are involved directly as the main target for service. Preschool children may be taught prereading skills. Inschool children receive special reading instruction, often through special programs like Chapter I. Public school staff is most familiar with these programs. Parents may be asked to participate but are unlikely to receive literacy instruction for their own needs. The parents' degree of participation and effectiveness in Type 4 programs is, of course, related to their own skills and confidence. If either is low, their children may not benefit fully from the involvement. The adult program involves help for adults to help their children. Some may teach literacy skills to parents, but it is the child's literacy development that is primary. Adults are the secondary beneficiaries.

Advantages. These programs occur in schools and in preschool and after-school programs. Children are a captive audience in schools so programs in support of literacy can be integrated into regular class work, with teachers' participation. Parents are involved one or more times in short-term rallies or workshops and oriented to the program in which their child participates. Parents learn of their own importance in their child's literacy development. Materials are sent into the homes.

Disadvantages. The parents' own literacy may not be directly addressed, which is a lost opportunity. The parent may have a pattern of nonparticipation in school activities for cultural, economic, or family reasons, and thus not come to the school for the parent events. The child may not take home materials to the parents nor receive parental support for their efforts. There may be no one at home able to share in the child's excitement.

Examples: Preschool and elementary programs: Chrysler Running Start Programs. Details of several programs are in the Appendix.

Some Critical Research Questions

It is time to ask some penetrating questions about family literacy programs--research is lagging behind practice. The popular appeal of family literacy programs designed for adults and children runs ahead of the modest research available to substantiate their worth. Here are some key questions that need systematic exploration:

1. Which of the four generic program types are effective for specific groups of adults and children? The groups include unemployed and working parents, AFDC parents, single or teen parents, and families with preschool or school-aged children. Should programs serve cultural groups alone or in mixed groups? Is it better to separate parents by gender or to plan for mixed participation? Which is best, for whom, why, and when?

2. What key components (direct services and indirect support services) contribute to the effectiveness of each type? Are there some common components and some that are contextually specific? If so, what are they?

3. What are the problems faced by administrators and staff in conducting each type of program and what kinds of technical assistance are needed?

4. What outcome measures are appropriate for adults and for children for each model type? What kinds of evaluations are feasible, given the primitive nature of most programs and the lack of funding and expertise?

5. How can collaborations and partnerships between service providers (adult basic and early childhood education, libraries, public schools, associations, and corporations) in both formal and informal networks be developed and maintained to support family literacy?

6. How can family literacy programs be funded in a fair and effective way among multiple sectors? Are family literacy programs cost effective? By what measures?

The answers to these questions frame the agenda for key policy decisions in the design and funding of family and intergenerational literacy improvement for the year 2000.

Summary

This section outlines a classification system for four generic types of family literacy programs, based on the type of intervention used and the primary targets and beneficiaries of the intervention. A sample of programs, found in the Appendix, is classified according to the typology. Critical questions that need systematic investigation are identified. They form a base for research and development in this new field of study.

In the remaining chapter, recommendations are presented to support family and intergenerational literacy programs in three areas: the administrative, the methodological, and the conceptual.

RECOMMENDATIONS

The following recommendations are compiled from discussions with professionals involved with family and intergenerational literacy programs and from reports and articles. They address a diverse set of topics and are not prioritized.

Public Sector Administrative and Policy Support

- Provide for the dissemination of information. Establish regional clearinghouses to provide important information to public and private organizations that wish to develop family literacy programs. At a minimum, the clearinghouses should identify and catalog intergenerational and family literacy programs, with no special preference for particular models, through a joint database; create a dissemination network to provide information for technical assistance that includes materials and methods that work; and provide ongoing support through monthly newsletters or a computer hookup such as LitNet (Apple).

- Provide technical assistance. The clearinghouses should provide technical assistance and training and organize regional workshops, summer institutes, and conferences. If participants paid membership fees for service, the centers could be partially self-supporting. Five-year grants or contracts would ensure continuity of services.

- Increase coordination. The literacy service agencies at the federal and state level need coordination to increase the effectiveness of family literacy programs. Establish an advisory board composed of program personnel from adult basic education, the Even Start program, the libraries, and the family English literacy programs. Include staff from the Job Training Partnership Act, the Perkins Vocational Act, and the Family Support Act. This will strengthen informal linkages already in effect. Since several agencies and departments are supporting family literacy programs, cooperation at the federal level could be useful and informative to all. Replicate this increase in coordination at the state and local level. Further, encourage federal programs to integrate family literacy into current agendas in the U.S. Department of Health and Human Services and through the Office of Children and Youth.

- Focus special efforts on women in poverty. Target funds, including set-asides for services to special groups of women--minorities, teen mothers, single heads of households--and require state plans ensuring that such women are served. Provide adequate support services, including housing, health, transportation, and child care for infants and toddlers. Support targeted family literacy programs to prevent low literacy for mothers and preschool children.

- **Organize professional programs.** A new group of broadly trained specialists is needed. Introduce the philosophy and practice of family and intergenerational literacy in higher education programs where the preparation of teachers of both adults and children occurs and in schools of library science where librarians are prepared. Make training available to human resource developers in corporations and to union officials. Develop inservice training courses for staff and aides already at work in these programs.

- Increase funding for the Even Start Act. Increased federal support for literacy is needed in general, and in particular for Even Start. This act mandates parent and child activities as well as adult literacy and early childhood programs. It is comprehensive legislation and shows promise for supporting the development of sound programs suited to local needs. Staffs need, and will continue to need, technical assistance for their programs from adult basic education, early childhood, family support, and family education experts. Assistance with evaluation is critical, since Even Start is a new demonstration program in family literacy.

- Provide stable, long-term funding. Programs must have multiyear funding for maximum impact on particularly distressed families. Assurances of funding for 5 years should provide the time to establish a high quality program. Long-term funding, perhaps by agencies with common interests in the same families, should be considered, based on the quality of performance.

Private Sector

- **Encourage partnerships.** The public and private sector need to expand the number of projects they jointly support. Community-based organizations, educational agencies, higher education institutions, businesses, and unions need to be involved in the support, design, and delivery of family and intergenerational services.

- **Expand workplace literacy programs.** Current workplace education programs should include the improvement of family literacy as an objective. For basic education, short courses in book selection and reading to children can be integrated into the program. For those employees enrolled in higher level courses, the importance of parents in children's school achievement should be a priority interwoven into course objectives. Parenting education and child development courses should be subsidized as well as professional training courses.

- **Provide corporate leadership.** Corporations can take the lead in designing intergenerational care programs that recognize the special needs of working parents, both for children and elder care. Incentives are available to corporations to encourage them. Other corporations should follow the leadership examples of Stride Rite, Chrysler, and Nissan.

- **Strengthen organizing efforts for female-dominated, low-wage jobs.** Greater access must be provided for poor working women with limited literacy skills to combine job training with family literacy instruction. Wider Opportunities for Women, with its network of community-based organizations, provides models of well-designed programs to support low income mothers as they achieve both objectives. The National Coalition for Women and Girls in Education is composed of more than 60 organizations dedicated to improving educational opportunities and equality for women. Its Literacy Task Force was established in 1987 to advocate programs and policies to increase women's and girls' access to literacy programs. Efforts like these should mobilize employers, policy makers, and legislators to improve the quality of support for women and girls at home and in the workplace.

Methodology

- Improve program design and administration. Mandate professional collaborations for planning and administering services. Many programs suffer from too little knowledge because they are initiated in one sector (adult basic, early childhood and bilingual education, libraries, corporations). They lack important information about research and appropriate materials. Family literacy practice is a new approach to literacy development. Families are culturally different, and programs span developmental ages. For this reason, both initial and ongoing staff training is necessary.

- Improve program evaluation. Recent developmental research confirms that interactions between parents and children are very complex. Efforts to determine how literacy is improved by family and intergenerational literacy programs test the limits of current evaluation technologies. Studies should adopt a polyadic approach to document changes in both adults and children. Further, evaluators must consider the cultural appropriateness of research instruments and methods. Environmental constraints and culturally specific ideologies powerfully affect how parents can and should interact with their children. Assessment must be culturally relevant, feasible, and tailored to the program type. It will be difficult to gauge the impacts of programs because causal relationships will be hard to determine. This fact should spur new evaluation techniques. Small gains must be considered significant.

Conceptualization

- Standardize definitions. Current practice labels programs of several types "family literacy" programs. Use a typology such as that suggested in this report to clarify program structure and thus define the range of possible services and the appropriate measurable impacts and outcomes.

- Fund cross-disciplinary research. Rethink the implications of theory, policy, and practice to stress the convergence of adults' and children's literacy development, which are presently distinct.

- Encourage unified theories. Explore the cognitive development of adults and children, seeking a unified theory that can guide practice. Research is needed on the development of the literacy of adults and children through cooperative learning, the strategies that enhance it, the conditions under which this occurs, the variations due to culture and social class, and the implications framed by family dynamics. These are contextual differences that have implications for the structure of programs. These differences also affect knowledge of the development of literacy in both adults and children.

- Fund carefully designed longitudinal studies. Use a subset of family and intergenerational literacy programs to explore different models. Particularly important at this stage are small-scale ethnographic studies of developing literacy in adult-child combinations in ethnically different home settings, in their community context. Although no two families are alike, patterns will emerge to inform policy and practice. Fine-grained studies in family literacy development with low literate adults and their children are a priority. We do not know enough about how such adults and children cope with literacy demands, although we know a great deal about advantaged families. Experienced adult basic education reading experts must collaborate with children's reading experts and with experts in sociology and anthropology to study families--working independently, they each have only limited experience.

- Fund creative ethnographic studies. Information about community child-rearing goals, attitudes, expectations and values, and ecological studies of child-rearing patterns in various subcultures and settings, is needed. This knowledge base is the foundation for interventions aimed at improving literacy and other family interactions.

- Coordinate services to families. As illustration, the programs described here are found in five sectors and appear to be parallel, targeted on the same or similar families, with similar sets of characteristics and in need of literacy help. Looking ahead, there is a need for convergence of efforts. Limited resources alone dictate a need for coordination of effort, and, effective programs seem to need this type of structure. Improved literacy alone cannot aid families in poverty.

What is needed are comprehensive models for service delivery to at-risk families that combine education including elementary, preschool and early childhood, adult basic education, and bilingual and minority programs. Such models should include appropriate health care and community service agencies, libraries, Family Support, and job training programs. This will require a massive overhaul of bureaucratic agencies and a complete rethinking of how services are delivered.

Lest we get discouraged by the impracticability of this suggestion, there are some examples in existence that try to do this on a small scale. Maryland has formed a partnership between the Department of Human Resources and several foundations to create an independent entity, Friends of the Family, to administer 11 Family Support Centers, providing a core set of services for children and adults in literacy and basic education, health, parenting, peer support activities, job preparation, and skill development to prepare for employment. Services are being provided to more than 3,000 individuals, with a budget of over $2 million in 1989 (Weiss, Hausman, and Seppanen 1988). Multidisciplinary coordinated projects such as these are pioneers in creative cross-disciplinary planning and administration to assist families in helping themselves and each other.

Conclusion

This paper has given an overview of a new trend in educational programs focused on the improvement of intergenerational and family literacy. Information is available to coordinate educational services to families, whether at home or at the workplace. Technology is available to supplement instructional programs. Enthusiastic and committed staff are at work, making programs a reality. These components are necessary, but not sufficient.

It would be remiss to discuss literacy development alone without reference to the fact that it is only part of a larger set of economic and social challenges that affect a growing segment of our population. We have learned that many of these these ills are interconnected. The development of family literacy cannot occur in a vacuum. It is ideally set in a context of humane family policies that support families, not those that uncaringly set up barriers that diminish or interfere unnecessarily with family life.

Lawmakers and policy experts must understand the needs of families for stability and must act to help ensure this. Educators must themselves become advocates and join other educators, civil rights advocates, employers, and legislators in supporting public policy that protects and helps families. Together, we must continue to fight for just societies in which family needs for education, housing, health services, and a decent standard of living are family rights and where dignity and respect are accorded to adults and children, regardless of their literacy levels.

APPENDIX

Brief Program Descriptions Classified by Type

Kenan Trust Family Literacy Program

Parent and Child Education (PACE) Program

Family Intergenerational English Literacy Program

Stride Rite Corporation Intergenerational Day Care Program

Marin County Library Family Literacy Program

Carnegie Library Read Together Program

Nissan Corporation Family Learning Centers Program

Parents Reading Program

Linking Home and School through Workplace Program

Chrysler Corporation Running Start Program

Books and Beyond Program

Literacy/Curriculum Connection Program

Model:	Type 1
Program Name:	Kenan Trust Family Literacy Program
Sponsor:	Kenan Charitable Trust
Collaborators:	Local school districts
Target Populations:	Parents, guardians, and caretakers without high school diplomas, with 3- and 4-year-old children
Goals:	To encourage the active role of parents as "first teachers"; to improve the nurturing relationships of parent and child; to prepare parents as education models for their children; to increase the developmental skills of preschool children; to integrate parents into the school setting
Key Components:	Parent time (for parent education discussion); Parent and Child Together Time (supervised activity); adult literacy instruction; early childhood cognitively oriented program; contextual learning and teaching within the family; comprehensive services for families; strong staff training in ABE and ECE; team approach to teaching; intensive 3 days per week for 6 hours per day, for 9 months; transportation and meals provided
Impacts:	Parents report a gain in independent functioning and greater sense of control over their lives; adults at relatively high level of skills able to meet their educational needs; children demonstrate marked improvement in language, independence, decision making, and pre-academic performance
Contact:	Sharon Darling, President National Center for Family Literacy One Riverfront Plaza, Suite 608 Louisville, KY 40202 (502) 584-1133
Source:	Barbara Bush Foundation (1989)

Model: Type 1

Program Name: Parent and Child Education (PACE)

Sponsors: Kentucky State Education Department

Collaborators: 35 local school districts throughout the state

Target Populations: Parents lacking a high school diploma, with 3- and 4-year-old children

Goals: To help adults acquire basic skills, child care skills, and high school certification; to improve parents' attitudes toward education; to promote active involvement of parents in children's preschool education; to prepare preschool youngsters for success in developing learning skills

Key Components: Parents and children attend together in public schools; programs operate under direct supervision of public schools; early childhood training and curriculum provide a consistent model for trainers, teachers, and parents; nationally validated cognitively oriented programs for children and adults; transportation and meals provided for parents and children; stipend provided to parents for program completion for purchase of children's educational materials for home use.

Impacts: Adults achieve high school certification; measures of academic achievement show significant increases in basic skills; adults involved in further education and training; children better prepared for school

Contact :
Jeanne Heberle, PACE Coordinator
Division of Community Instruction
Kentucky Department of Education
Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-2117

Source: Barbara Bush Foundation (1989)

Model:	Type 2
Program Name:	Family Intergenerational English Literacy (FIEL)
Sponsor:	El Paso Community College
Collaborators:	El Paso schools
Target Populations:	Limited English proficiency families with at-risk children; focus on kindergartners and children in first grade in Hispanic communities
Goals:	To bring parents and children together to improve literacy skills of parents and children; to enhance the ability of LEP parents to assist in their children's literacy development
Key Components:	A 12-week program in family literacy with weekly parent-child classes; bilingual staff; community liaisons; innovative classroom management; home activities; large and small group activities; storytelling and storybook activities; language development; participants can repeat program; college links attract staff and graduate students to work in program; bilingual staff with professional backgrounds; teacher training
Impacts:	Program served 250 families in 1989-90; 32 classrooms in 8 elementary schools; ongoing formative observations and ethnographic studies suggest changes in attitudes and family literacy patterns
Contact:	Dr. Betsy Quintero, Director Project FIEL El Paso Community College P.O. Box 20500 El Paso, TX (915) 594-2000
Source:	FIEL program descriptions; Quintero (1987)

Model: Type 2

Program Name: Stride Rite Intergenerational Day Care Center

Sponsor: Stride Rite Corporation

Collaborators: Wheelock College; Somerville-Cambridge Elder Services, Inc.

Target Populations: Intergenerational program for youngsters and elders; mixed ages: 55 children (15 months-6 years); 24 elders (over 60 years), for employees and low income residents of the communty (half the slots for community residents)

Goals: To provide intergenerational day care services for children and elders; to promote employer-sponsored child care; to maintain community involement; to promote intergenerational understanding; to provide research and training site; to study social effects and policy implications of work-based intergenerational day care

Key Components: A pioneer project, mixed-age, on-site program in specially designed, home-like setting, with common and separate spaces for both ages; administered by a qualified professional staff and volunteers; state licensed center; open 10 hours per day; meals provided; joint and separate activities for each group; program meets physical, social, and intellectual needs of each group through special curriculum that fosters regular daily contact between elders and children; reading/writing of stories, table games, holiday celebrations, cooking and eating, arts and crafts, and field trips; provides seminars periodically for business executives to explore child and elder care options; research agenda; training site for graduate students; research site for college faculty; workshops for managers, staff, families, and local community

Impacts: Research findings are used to develop college curricula and training materials for professional intergenerational caregivers and specialists; curriculum development on aging and life-span issues for teachers at preschool, elementary, and high school levels; to develop a blueprint for other organizations interested in the Stride Rite model as a model public-private partnership

Contact: Kathryn Leibold, Director
5 Cambridge Center
Cambridge, MA 02142

Source: Hiatt (1987); Leibold (1990)

Model: Type 2

Program Name: Marin County Library Family Literacy Program

Sponsor: Marin County Public Library

Collaborators: Volunteer adult literacy tutoring program; Public school

Target Populations: Low literate non-English speaking adults, primarily Hispanic farm workers in a rural area, and their children

Goals: To improve the English speaking, reading, and writing skills of Hispanic adult learners; to bring the Hispanic and Anglo communities together to share their skills and culture; to create positive links between home, school, and library

Key Components: Parents and children served by monthly Bookmobile with over 3,000 volumes; bilingual storytimes; home literacy tutoring for adults; bilingual staff and materials for home use; monthly parent meetings; back to school nights; bilingual math workshops; amnesty and citizenship classes

Impacts: Facilitation of communication between parents, library, and school; between parents and teachers; more than 75 non-English speaking families served

Contact:
Kris Brown
Marin County Library Family Literacy Program
Civic Center
San Rafael, CA 94903
(415) 499-7473

Source: McIvor (1990)

Model:	Type 2
Program Name:	Beginning with Books, Read Together Program
Sponsor:	Carnegie Library of Pittsburgh
Collaborators:	Volunteer adult literacy tutoring organization; Library
Target Populations:	Low income, low literate parents and their children
Goals:	To promote reading as an important part of everday life; to help parents read to their children and help with their homework; to provide a rich, literacy enhancing experience for children
Key Components:	Read Together Program provides story book reading sessions to children by volunteers when parents are attending tutoring; free bus transportation; book and tape borrowing; library memberships for families; training for volunteers (6-month commitment) who are recruited, trained, and matched one-on-one with a child
Impacts:	Anecdotal evidence suggests parents and adults are enthusiastic about service received by their children; positive effects on children's social and emotional growth; parents have stronger commitment to their own tutoring; parents report children's enthusiasm
Contact:	The Carnegie Library Homewood Branch 7101 Hamilton Avenue Pittsburgh, PA 15208
Source:	McIvor (1990)

Model:	Type 2
Program Name:	Nissan Family Learning Centers
Sponsor:	Nissan Motor Corporation in the USA
Collaborators:	Nissan Motor Company; Los Angeles Unified School District
Target Populations:	Children and adults in neighborhoods near inner city schools, for people of all ages
Goals:	To establish three Family Learning Centers in public schools; to promote basic skills of reading and writing; and to enhance community relations
Key Components:	Nissan sponsors the purchase and installation of equipment and training of teachers for three computer centers in elementary schools; instruction uses software Writing to Read and Vale (Spanish) for children; Principles of the Alphabet Learning System (PALS) program for adults; orientation for parents; teacher and principal training; adult education is provided by two adult high schools
Impacts:	Evaluation is a part of each software program
Contact:	Ginette Daniels P.O. Box 191 Gardena, CA 90248-0191 (213) 719-5662 or Adam Lazarus (213) 930-0811
Source:	Daniels (1990); Nissan Motor Corporation in USA press release and program description

Model: Type 3

Program Name: Parents Reading Program

Sponsor: Various, in school districts, at a community college, at worksites

Collaborators: Public and private agencies

Target Populations: Adults interested in forming a reading relationship with a child; community college students in remedial reading classes; parents of school-aged children; employees attending the Work in America, Inc. workplace education program

Key Components: Workshop format, with refreshments; uses children's literature as instructional material, linking student and parent role; uses variety of fiction and nonfiction books; peer practice; appropriate book selection techniques

Impacts: Improvement in literacy environment in the home; parents and children are doing reading activities at home; more parental involvement in children's schooling; more use of libraries; parents as literacy resources for their children

Contact:
Dr. Ruth Handel
Montclair State College
Upper Montclair, NJ 07043

Dr. Ellen Goldsmith
New York City Technical College/CUNY
Brooklyn, NY 11201

Source: Barbara Bush Foundation (1989); Handel and Goldsmith (1988a, 1989)

Model: Type 3

Program Name: Linking Home and School through Workplace

Sponsor: Work in America Institute, Inc. (WIA) and MacArthur Foundation

Collaborators: Businesses and agencies

Target Populations: Employees at work sites who have children who are in preschool through junior high

Goals: To help employees improve their children's learning and achievement in basic skills; to enhance the relationship of parents and their children; to introduce employees to workplace education and basic skills courses for themselves; to educate the next generation of workers and the employees themselves; to institutionalize the program at the workplace

Key Components: A stand-alone educational program for employees, with a family-oriented curriculum, developed by different authors, in five content areas: Family Science--how to make science fun for children; Family Reading--how to read aloud to children and select books; Family Math--about math, with games; Critical TV Watching--thinking critically when watching TV; and Parent's Q-and-A Library--tips to parents with school-aged children; employers can purchase and use one component and then add others; parents learn to do activities at the workplace and then do them at home with their children; three 1-hour workshops at 1- or 2-week intervals; program is administered at workplace by specially trained inhouse persons from human resources, Employee Assistance Personnel, work and family programs; WIA provides 1-day train-the-trainers workshops for each component, including marketing and recruitment strategies, provides and or recommends required course materials, and suggests appropriate implementation strategies; each component has a family orientation; employees who participate at no cost may be offered release time or attend after working hours, depending on the site.

Impacts: Field tests underway at 12 workplace sites in 1990, in corporations, unions, and agencies such as Departments of Labor and Mental Retardation in NY; about 150 employees participated in all, in groups of 6-12 people; training-of-trainers by WIA at intervals

Contact: Jerri Darling, Program Director
700 White Plains Road
Scarsdale, NY
(914) 472-9600

Source: Work in America Institute program materials and press release

Model:	Type 4
Program Name:	Running Start
Sponsor:	Chrysler Corporation
Collaborators:	Reading Is Fundamental; participating school districts
Target Populations:	First graders (and their families) in cities where Chrysler operates plants or facilities: Syracuse, NY, Newark, DE, Huntsville, AL, Toledo, OH, Kokomo, IN, Savannah, GA, Phoenix, AZ, Auburn Hills, MI, and Highland Park, MI. Program expects to reach 100,000 children between 1989-92.
Goals:	To introduce children to the joys and benefits of reading; to give children a "running start"; to encourage children to become life-long readers at home and in school; to help parents help their children; to polish the basic skills of the future work force
Key Components:	Children are encouraged to read, or have read to them, 21 books; activities and resource materials for teachers; free books for children and classrooms; Read-Along activities challenge contests; Reading Rallies to give parents practical tips to help children read and take-home materials.
Impacts:	Benefits expected primarily for children, and for parents and teachers
Contact:	James E. Kenyon, New Relations Manager Chrysler Corporation 12000 Chrysler Drive Highland Park, MI 48288-1919 (313) 956-4664 Virginia J. Heland, Education Services Reading Is Fundamental Smithsonian Institution 600 Maryland Avenue, SW, Suite 500 Washington, DC 20560 (202) 287-3003
Source:	Business Council for Effective Literacy (1990b); Chrysler Corporation and Reading Is Fundamental program materials; Heland (1990)

Model:	Type 4
Program Name:	Books and Beyond
Sponsor:	National Diffusion Network, Solano Beach School District
Collaborators:	A wide variety of adoptions by schools throughout the United States
Target Populations:	Children in kindergarten and grade one; elementary school children
Goals:	To increase the amount of reading done by children and decrease the amount of TV watching
Key Components:	"Reading Marathons" for children, teachers, and principals with results publicly displayed; grade one requires reading 120 books; for upper elementary children, 2,400 pages; children read independently or together in pairs; small prizes reward achievement; a full-school ceremony for parents and children to recognize those who successfully completed the course; critical TV viewing is taught; children who complete the marathon can begin again
Impacts:	In an early evaluation (1980-1982), treatment children showed significant gains on a standardized test; parents, teachers, children, and librarians were surveyed; parents report more reading and less TV viewing; teachers report increased interest in books.
Contact:	Ellie Tapolovac, Ann Collins Solano Beach School District 309 North Rios Solano Beach, CA 92075 (619) 755-8000
Source:	Dickinson (1988)

Model:	Type 4
Program Name:	Literacy/Curriculum Connection
Sponsor:	Massachusetts State Department of Education, Chapter 188, Massachusetts Education Reform Law
Collaborators:	Cambridge Public Schools and State Department Education
Target Populations:	Parents and their young children; preschool and kindergarten teachers in 23 Cambridge preschools and public school kindergartens
Goals:	To present an early childhood program designed to bring together parents, their children, and kindergarten and preschool teachers; to encourage sharing the enjoyment of literacy with young children; to make print an exciting part of children's lives; to encourage successful transitions to school
Key Components:	Direct services to children, including Shared Reading, using whole language approach; home reading program encourage parents to write comments about books, and their children's progress; teacher visitation; staff development; cultural materials development project; two school and family centers for borrowing books and materials; community forums on early childhood and cultural diversity; workshops for parents; demonstration classrooms; training of teachers; newsletter
Impacts:	Available from project coordinators
Contact:	Lynne Hall, Shelli Wortes Project Coordinators Cambridge School Department 159 Thorndyke Street Cambridge, MA 02141 (617) 498-9200, Ext. 9518
Source:	Hall and Wortes (1989)

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Distance Education:
Developing Family Literacy Programs

Module 1 — The need for family literacy

What is family literacy?

Over the past decade, there has been a very rapid increase in programs with the label "family literacy". These programs are regarded, both by local communities and national government, as a way to raise the educational level of children and prepare them better for school and adult life. However, there is considerable variety of approach among these family literacy programs. Some of them concentrate entirely on the child, providing pre-school education to young children or encouraging adolescents to read. Other programs involve parents as well as children, either in a supporting role (e.g., parent involvement programs in schools) or more directly providing adult education and parenting classes, usually in connection with pre-school education for 3- and 4-year-old children. Most of these latter programs target at-risk populations, including those where the parents are unemployed high school dropouts or immigrants with little English. Many such families are locked into a cycle of poverty, which repeats itself generation after generation. Education is a way of breaking this cycle, particularly the education of young children. In fact, the attraction of these programs to many parents is the chance that it gives their children to do better than they did at school.

In the United States, much of the government and private funding available for family literacy has been provided for these disadvantaged groups. Morrow, Tracey and Maxwell (1995) have surveyed program evaluations of hundreds of family literacy programs which have developed in recent years through a host of federal, state, local, and private-sector initiatives. They observe that there has been an explosion of such programs during the late 1980s and early 1990s. The single largest initiative has been and still is the federal Even Start program which began in 1989 with a $14.8 million budget for 76 projects in 44 states and by 1994 grew to $70 million with 340 projects in all 50 states plus Puerto Rico and the District of Columbia. In July of 1995, $102 million became available for these programs (McKee & Rhett, 1995). The Even Start program is one of the few education initiatives not facing reductions in recent federal budget projections. In addition to Even Start, hundreds of programs nationally associate themselves with the National Center for Family Literacy in Louisville. Increasingly, states like New Jersey, Nevada, Hawaii, and Kentucky have begun to incorporate family literacy into state funding policy and many family literacy projects are informally incorporated into thousands of adult basic education programs across the country (Brizius & Foster, 1993).

But what do all these programs mean by "family literacy"? In fact, practitioners and researchers in this area are not in complete agreement about how to define family literacy or even about which family members are intended to benefit from it (see the report by Nickse in this module and Morrow, Tracey and Maxwell (1995)). However, both Even Start and the National Center for Family Literacy include the education of both child and parent (Brizius & Foster, 1993). The goals of the Even Start program are:

- to help parents become full partners in the education of their children;
- to assist children reach their full potential as learners;
- to provide literacy training for their parents.

The National Center for Family Literacy is more specific about how such goals are to be achieved by listing the following components of a family literacy program:

- developmental experiences for young children;

- basic skills instruction for the children's parents or primary caregivers;
- time for parents and children to share learning experiences;
- parent peer support groups to share experiences and overcome obstacles to family learning.

Thus these two major influences on the family literacy field recommend that programs address the needs of both generations: children and parents. This emphasis arises because Even Start and the National Center for Family Literacy support programs for families at risk, in which parents are in need of basic education and young children need positive developmental experiences to prepare them for school.

However, many family literacy programs address other audiences. Some also concern themselves with young children and their preparation for school, but the parents' role is different. These programs do not provide basic education for the adults (who may not need it), but do teach the parents how to be their child's teacher. The programs provide, for example, assistance with reading to children, suggestions for ways to play with children that will enhance their future education, or sources of educational books and materials. Other programs target older children or adolescents with the purpose of keeping them in school and succeeding there. These programs provide interesting reading and other activities for the children and involve parents to the extent that they are urged to follow up the program's activities at home and to become active in their children's schools. The parents' role here is to provide positive literacy models for their children and to show that the family supports literacy and education as a lifelong process of learning.

In summary, "family literacy" is a multitude of things: ranging from a meeting each week or month of a group of parents and children interested in books to full-time schooling for children and their parents, where both generations need basic skills to succeed in life. But these programs have one factor in common: they all involve arousing and sustaining a long-term interest in literacy among children with the support and encouragement of their parents. In fact, family literacy could be summed up as the promotion of the mutual learning of child and parent in the family setting.

The need for family literacy

The current rapid expansion of family literacy comes at a time of great need for families and for the U.S. and other nations. Changes in technology and the economic climate put a premium on education and higher-level skills. (See, for example, U.S. Department of Labor, 1991). Yet, at the same time, many families remain in poverty and both children and parents lack opportunities to benefit from the education that could break the cycle repeated generation after generation. The following statistics for the U.S. indicate that the problem is large and may be increasing:

- "One of six babies born in America today is to a teenage mother. Forty percent of these teen mothers have an eighth grade education or less. Fewer than half will complete high school.
- One fifth of our nation's first graders are living in poverty. About half of all poor children begin school as much as two years behind their peers in preschool skills.
- About one third of our young people do not complete high school on their first try. Poor children are three to four times more likely than other children to drop out of school. Many of those who do complete school read, write, and compute at a sixth-grade level.
- Tens of millions of American adults are unable to apply basic reading, writing, and math skills in adult life contexts. Millions more are only marginally literate. One in five American workers reads at an eighth-grade level or below.
- At the same time, our economy requires more skilled, productive workers and citizens. By the year 2000, virtually all the jobs worth having will require a high

> school education, and most high-wage jobs will require post-secondary training. Eighty-five percent of the workforce in the year 2000 has already left school" (Brizius & Foster, 1993).

These statistics reveal the chain of links binding families that connect poverty to lack of education to unemployment and back to poverty, passed on from one generation to the next. The statistics also point to the consequences for a nation's economy if its workforce is not sufficiently well-educated. (See Kirsch, Jungeblut, Jenkins and Kolstad (1993) and Reich (1992) for more details about adult literacy levels and their possible economic effects.) It is therefore not surprising that family literacy has become an issue at both local and national levels in recent years.

So far we have considered the need for family literacy in terms of large-scale statistics, but we turn now to the family level. Many parents want the best for their children's future educational and economic success, but do not know how to achieve this. To take one striking example, some parents do not know how to read with their children. Even when they can read the text of a children's book (and many cannot do this), these parents are not aware of the way that a book can be a springboard for conversations and discussions with children about the story, the pictures, and their own lives. That this is very important is borne out by recent research of Snow and her colleagues (see Snow & Tabors, 1996), indicating that a child's later school success is strongly linked to the quality of parent/child conversation during reading and other family activities. If a family literacy program can help parents only in this area, it will have achieved a great deal.

However, many families have a multitude of other needs. Parents may want to raise their own level of general literacy in order to better help their children, or they may want to obtain a GED to assist them in obtaining employment and improving the economic situation for their family. Other parents may want to help their children with homework or to gain the confidence to visit their children's schools on a regular basis. Still other parents are concerned about the amount of television they and their children are watching and want to know how to make reading a more important and enjoyable experience for their family.

Because of these varied needs, program providers must listen to parents and take into account what the families in their programs want. Parents should be asked about their general and more detailed goals and consulted about the way a program is structured. This learner-centered approach is more likely to succeed than a program imposed from above, because the families will feel that this is really their program when it relates closely to their pre-existing social and cultural context and builds on the strengths already present in the family and community. In summary, families' needs vary widely—and so should the programs provided for them.

Now read the articles and extracts for this module:

- Nickse, R. S. (1990). *Family and intergenerational literacy programs: An update of "The noises of literacy"*. (pp. 1 - 25).
- Smith, C. B. (1991). Family literacy: The most important literacy. *The Reading Teacher, 44* (9), 700-701.
- Nuckolls, M. E. (1991). Expanding students' potential through family literacy. *Educational Leadership, September 1991*, 45 - 46.

You may also want to look at the ERIC documents whose abstracts are included in the module. Then use the information contained in those readings to write your response paper for Module 1.

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Brizius, J. A., & Foster, S. A. (1993). *Generation to generation: Realizing the promise of family literacy*. Ypsilanti, MI: High/Scope Press. (ERIC Document Reproduction Service No. ED 357 869)

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Morrow, L. M., Tracey, D. H., & Maxwell, C. M. (Eds.) (1995). *A survey of family literacy*. Newark, DE: International Reading Association.

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Reich, R. B. (1992). *The work of nations*. New York, NY: Vintage Books.

Smith, C. B. (1991). Family literacy: The most important literacy. *The Reading Teacher, 44* (9), 700-701.

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U.S. Department of Labor. (1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: author. (ERIC Document Reproduction Service No. ED 332 054)

Family literacy: The most important literacy

Carl B. Smith, Indiana University

It is not unusual to hear teachers complain that parents are not accepting their responsibility for their children's education. That complaint and some of its causes have pushed family literacy into the center of today's educational discussions.

According to Carlson (1990), the "family in America—black, white, Hispanic, and Asian—is actually in the throes of basic upheaval" (p. xv). As evidence, he cites the three factors most likely to affect school performance: (1) the increase in single-parent families, (2) the employment of both parents in more than 70% of nuclear families, and (3) the high divorce rate. For example, the number of school-age children affected annually by divorce has more than tripled since 1960, when it was estimated to involve 460,000 children. These circumstances naturally limit the amount of time that parents can spend reading and learning with their children.

Since educators agree that schools cannot be successful without strong parental support, parent involvement programs now exist in almost every school in the United States. Chapter 1 legislation, for instance, mandates parent involvement activities. Part of the Chapter 1 effort focuses on helping parents understand the academic growth of their children; another focus is to draw them into actual reading and writing activities that support classroom learning. Family literacy has thus come to mean growth in learning for parents as well as for children throughout the elementary and secondary grades. The term *family literacy* still means achieving a basic level of reading and writing proficiency for all family members, but it is now used more often in its broader sense of families working together to promote mutual learning (Nickse, 1989).

A major challenge to some family literacy efforts lies in overcoming the language and educational limitations of many at-risk families and the time constraints of almost all families. Some programs such as *Parents and Children Together,* a monthly audio journal published by the Family Literacy Center at Indiana University, use audiotapes along with print materials to educate parents and to give them models for reading with their children. If parents have limited reading ability, they can listen to the parent information before listening to and talking about the stories with their children. Other programs, such as *Work with Your Child* (Edwards, 1987), use videotapes in a workshop format to help parents build interaction skills. There are also numerous books for parents that include booklists, read-aloud suggestions, travel activities, and suggested ways to apply school learning to daily routines.

In Kentucky, a family literacy program called PACE (Parent and Child Education) was created to counteract a serious problem with the undereducation of the state's adult population; the belief is that this problem is the result of persistent patterns of school failure within families across generations. PACE provides remedial educational services to the entire family rather than just to children or adults. These services address parents' attitudes and behaviors and their effect on children's educational performance. Services include basic education in reading and writing, parenting skills, emergent literacy activities for children, and joint parent-child interaction and learning (Hibpshman, 1989).

Public libraries also offer family literacy programs such as the one at the Blair County (Pennsylvania) library that focuses on Head Start families. This program works through volunteer tutors and library personnel to achieve four major objectives: (1) providing basic literacy instruction to illiterate parents; (2) counseling the parents concerning the importance of reading as a family activity and as a method for school success; (3) providing opportunities for these families to obtain reading materials for their children to keep at home; and (4) training parents to work with their preschool children on early reading skills (Altoona Area Public Library, 1987).

People from Barbara Bush to the least known teacher in the country have expressed a sense of growing urgency over the need for family literacy. There is a sense that supporting family learning will not only help schools but will also bring greater cohesion to American families. In addition to numerous articles about family involvement in education, several research and service centers such as the Family Literacy Center at Indiana University, the Center for Early Adolescence in Durham, North Carolina, and the Center on the Family in America in Rockford, Illinois, have been established to help schools and parents. For a bibliography of resources related to family literacy, write to ERIC/RCS, 2805

East 10th Street, Bloomington, IN 47408-2698, USA.

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Altoona Area Public Library. (1987). *Family literacy.* (ERIC Document Reproduction Service No. ED 289 062)

Carlson, A.C. (1990). *Family questions.* New Brunswick, NJ: Transaction.

Edwards, P.A. (1987). *Work with your child* [videotape] (Parents as Partners in Reading series). Chicago, IL: Children's Press.

Hibpshman, T.L. (1989, November). *An explanatory model for family literacy programs.* Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AR. (ERIC Document Reproduction Service No. ED 313 531)

Nickse, R.S. (1989). *The noises of literacy: An overview of intergenerational and family literacy programs.* Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 308 415)

For information on ERIC materials, write to **ERIC/RCS, Smith Research Center, Suite 150, 2805 East Tenth Street, Indiana University, Bloomington, IN 47408, USA** or consult the monthly indexes *Resources in Education* (RIE) and the *Current Index to Journals in Education* (CIJE).

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Expanding Students' Potential Through Family Literacy

When literacy becomes a family affair, the challenges for all concerned may be formidable—but the rewards are immeasurable.

MARYANN E. NUCKOLLS

Just exactly how long Angie had managed to keep her secret from her children, I wasn't certain. Goodness knows, I had tried to convince her that the whole point was not to keep it a secret.

At long last, the day came when the parents in the new program marched across campus for our first checkout at the school library. Head shyly turned down, Angie tightly clasped her choice in hand: *My Mom Can't Read* by M. Stanek.

"Angie. This is going to be a hard book to read. Why don't we try another?"

Shifting back and forth, her head bobbing in defense, "I looked at the first page like you said, and I can read this book."

"Oh, Angie. That's not what I meant. I know you can read this book." Slowly, I pointed to my chest. "In here, Angie. It may be hard in here. Do you understand what I mean?"

"This book is about me, and I'm going to read it."

As Angie took her book to the checkout desk, I saw Carmen, her 4th grade daughter, coming through the door. My apprehension melted away when Carmen saw her mother and walked toward her with a smile. As she gently tugged at the edge of the book to read the title, their eyes met, and Carmen lovingly wrapped her arms around her mother. All that stood between them was one thin slip of a book.

For Angie, a new world opened when she put her fears away and came to the new class for parents. For Carmen and her younger brother, Gabriel, a new hope came that day in the library when literacy became a family matter.

Helping Parents Help Their Children

Three years ago, I was suddenly struck by the policies I had helped promote as a curriculum coordinator for adult literacy 15 years earlier: "Never insult adults with materials tainted by childhood." If only I had introduced them to the rich world of *Brown Bear*, *Goldilocks*, *The Little Engine That Could* . . . the parents would have been given a gift which was never theirs in childhood, a gift they could have shared with their own children by reading the stories over and over again. In retrospect, I can see that the parents in our literacy classes were telling us exactly what they needed. They all had the same story: "I could fake it when they were little, but now I can't help them with their work." Maybe my involvement in family literacy is penance for past sins.

Models of family literacy are as diverse as their participants. Some are home-based; others are located in schools, storefronts, prisons, libraries, and other facilities. All share a common understanding: the best way to get a student involved in literacy is to get the parents involved in their own literacy. Parents, as a child's first teachers, are uniquely qualified to pass on the richness of a literacy legacy through a shared literacy experience.

The simplistic principle is that children model and value what they experience in their homes. All children come from culturally rich environments. But even well-educated parents may not know how to foster their child's emerging competencies. And when parents are low skilled, they provide a limited model indeed for literacy and limited assistance with schoolwork at home.

Parents and Literacy (PAL) in Tucson, Arizona, began with parent classes in school and has evolved into a home visitation model. Our collaborative curriculum emerges from students' needs and parents' skills. By pushing the limits of the parent's proficiency, we can also push the limits of the student's potential for school achievement.

An Invitation for Involvement

[illegible] in Intergenerational/Family Literacy carry a responsibility for smoothing the way for others. To provide that support, ASCD sponsors a professional network to increase awareness of the issues and to facilitate communication among existing programs. If you are participating in an Intergenerational/Family Literacy program or are interested in exploring this effort, the network's membership is eager to assist you in making connections with programs and people who can help. For more information, contact Maryann E. Nuckolls, facilitator of ASCD [illegible]

Challenges of Literacy Programs

Although family literacy programs exist as aberrations within conventional educational systems, problems are often easily addressed through creative use of traditional administrative tools.

Ownership, involvement, and *understanding* on the part of other staff in the facility are crucial elements in developing a successful program. Fifteen minutes at the fall staff meeting isn't enough to promote these critical elements. Ideally, a semester of staff development prior to initiating a program is a vital asset—even if the target population is not from the school population.

When I finally realized that the promised hour of staff development time at my school was never coming, I began a series of 20-minute buzz sessions for faculty members who really cared and wanted to know more. What began as a group brainstorming issues and answers soon changed. We began celebrating the good things that happened for children when teachers questioned parents and really listened to what they had to share about their lives and their children. First grade teachers held an evening workshop, which was attended by nearly half of the parents. They designated funding in next year's budget to increase the 1st grade workshops and expand to kindergarten through 3rd grade. While the school needs assessment still shows family literacy to be a low priority compared with other programs, half of the teacher comments dealt with its importance and the need for programmatic expansion.

With appropriate planning, family literacy can exist symbiotically with other programs in the facilities. PAL parents went into classrooms to read stories in both Spanish and English. The school Book Fair proved to be a wonderful showcase of all they had learned as they helped children select books to buy. Some parents began volunteering, and others began to see job potential they had never imagined. Programs in public libraries can use parents as readers. Collaboration with the business community can open a wide range of opportunities for work and for compensation to participants, such as utilities credits, additional food stamps, or coupons for goods and services. The main constraints are the creativity and willingness of the staffs and programs involved.

Recruitment and *retention* are other challenges. Family literacy programs do not enjoy the captive membership we take for granted in public schools. Getting parents into the program and keeping them there are the key problems facing staffs. Recruitment, an unrelenting daily process, demands continual attention. Pressure to mail out flyers, encourage teacher referrals, and follow up on any lead is ongoing. There is never closure on recruitment. The innate problems of parenthood preclude guarantees that membership will mean regular attendance, which is necessary to get the most from the program.

Evaluation is an additional program concern. Success cannot be measured entirely in terms of numbers. For example, at varying times, Angie was one of five moms, as well as the only mom, in the program. Her son, Gabriel, was a nonreader repeating 3rd grade who bullied and threatened others and generally disrupted learning opportunities for his class. After his mother had been in the literacy program only two months, Gabriel asked to please share his very first book with his class. This was only one indicator of a complete turnabout in his attitude, behavior, quality, and quantity of work. His teacher said that she "could mark the calendar by when Angie began coming to school." The mood and the dynamics of that classroom were changed by one mother with the courage to grow with her children.

Family literacy programs, unfortunately, are not compatible with traditional forms of discrete measurement. But regardless of numbers, we know our programs' effects have reached far beyond the enrolled families.

Would We Do It Again?

Those of us involved in family literacy programs have been challenged in ways which have pushed our own limits. Would we do it again? In a minute, to hear the pride in Joaquin's voice when he said, "I am my mother's teacher." In a minute, to see Maria become an American citizen. In a minute, to hear teachers ask why parents aren't sharing books in *their* classrooms. In a minute, to serve as advocate for a child denied special services. In a minute, for the parent who said, "I am an important part of this school. The children need me, and the teachers need me too." In a minute, for the mother who said, "This program is the best thing that has ever happened to this school and to my family." ☐

Maryann E. Nuckolls has served as Reading Language Resource Teacher and Coordinator of Parents and Literacy, Chapter One Reading, Tucson Unified School District, 1336 W. Knox, Tucson, AZ 85705.

Family Involvement for a Brighter Future

Th[illegible] family in[illegible] well [illegible] may [illegible] are [illegible] them [illegible] Jo[illegible] c[illegible] and H[illegible] the ERIC Clearinghouse on Educational Management, Author Lynn Balster Liontos explores reasons why at-risk kids in particular need participation from their families, why schools need to take an aggressive approach, what types of programs work, and how to overcome barriers to success.

Available for $6.00 from ERIC Clearinghouse on Educational Management, 1787 Agate St., Eugene, OR 97403. Make checks payable to ERIC Clearinghouse/University of Oregon. (A $2.50 postage/handling charge will be added to billed orders.)

Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 3 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED378366
AU - PERSONAL AUTHOR: Cohen,-Elena; And-Others
TI - TITLE: Literacy and Welfare Reform: Are We Making the Connection?
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Family Impact Seminar (FIS), The AAMFT Research and Education Foundation, Washington, DC.; National Center on Adult Literacy, Philadelphia, PA.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: National Center on Adult Literacy, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR94-16: $9).
NT - DESCRIPTIVE NOTE: 76 p.; Original draft of this report was a paper presented at the Meeting of the National Center on Adult Literacy and the Family Impact Seminar (Washington, DC, June 1994).
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This document explores selected issues related to connecting welfare reform initiatives and the literacy movement and provides basic information about literacy education and its economic impact. Literacy is defined, and similarities and differences between adult basic education, adult secondary education, and English-as-a-Second-Language programs are explained. Literacy levels among various segments of the U.S. population and the relationship of literacy to labor market success are discussed. Examined in an overview of federal literacy policy are eight major literacy, welfare, and job training programs and the legislation authorizing them. Discussed next are client characteristics, funding/costs, sponsors, instructors, instructor training, and effectiveness. The functional context approach to literacy education and programs integrating literacy and job skills are highlighted. Seven two-generation and family literacy programs are described, and lessons learned from eight field demonstrations are summarized. The challenges of connecting the adult education and welfare systems and promising programs in three states are identified. Appended are the following: descriptions of efforts to integrate literacy education into welfare reform programs in California, New Jersey, and Ohio; descriptions of major national literacy organizations; and data on funding and earnings impacts of literacy education. Contains 77 references. (MN)

Record 2 of 3 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED377991
AU - PERSONAL AUTHOR: Wright,-DeeAnn; And-Others
TI - TITLE: Family-Child Engagement in Literacy Activities: Changes in Participation between 1991 and 1993. National Center for Education Statistics, Statistics in Brief, December 1994.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Center for Education Statistics (ED), Washington, DC.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 13 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: This report presents information on selected activities that preprimary children engage in with family members, based on the 1991 and 1993 National Household Education Surveys. Focusing on parent-child activities found to facilitate the development of literacy skills and the motivation to learn, the report examines (1) the changes between 1991 and 1993 in family-child engagement in particular literacy activities, and (2) the relationship between the frequency of family-child participation in such activities and characteristics that are often used to identify children as being at-risk for school failure. These factors include poverty, race or ethnicity, and the mother's education level. The first part of the report presents the statistical data on the literacy activities: being read to: being told a story; learning letters, words, or numbers; being taught songs or music; doing arts and crafts; and visiting a library. The second part presents the study methodology and technical notes, including definitions of risk factors. Among the results noted was an increase from 1991 to 1993 in the number of preprimary children who regularly engaged in at least three of the literacy activities with family members, and an increase in children identified as at-risk, participating in such activities. Nevertheless,

there continues to be a disparity between at-risk and not-at-risk children, which may be a product of a variety of factors such as parental beliefs. The report notes that despite the increase in literacy activities at home, Goal One of the National Education Goals, that every parent will be a child's first teacher, has yet to be attained. (HTH)

Record 3 of 3 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED367492
TI - TITLE: Creating a 21st Century Head Start. Final Report of the Advisory Committee on Head Start Quality and Expansion.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Department of Health and Human Services, Washington, D.C.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 94 p.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: The Advisory Committee on Head Start Quality and Expansion was created by the Department of Health and Human Services (HHS) in June 1993 to review the Head Start program and make recommendations for improvement and expansion. The report recommends that HHS: (1) develop new initiatives to utilize qualified "mentor teachers" to provide supervision and support to classroom staff, establish competency-based training for staff who work directly with families, and increase staffing levels and staff compensation; (2) review and expand current resources used for family services, parent education, and family literacy; and (3) encourage community and school partnerships to ensure continuity of services, facilitate state and local collaboration, and link Head Start with other national initiatives. Overall, HHS should continue to show leadership in looking across programs to ensure that policies consistently promote quality services for young children and their families. Biographical sketches of the committee's 47 members are included. (MDM)

Distance Education:
Developing Family Literacy Programs

Module 2 — Planning Issues

The role of the program provider

When educators first become involved with family literacy, they find that they need to develop a number of new skills associated with setting up a program. One new role is that of advocate for the program. A provider will often need to negotiate with community groups, businesses or school boards to convince them of the value of certain program components or approaches, and to raise funds through such negotiations and through proposal writing. Providers will also usually need to recruit actively among their target populations to persuade families of the benefits they will gain by participating in the program. During this recruitment and later meetings with program participants, a sensitivity to the values and belief systems of a variety of cultures will also be needed. And, in programs that provide both child and adult education, teachers of those two generations will need to learn about each others' specialism and cooperate in providing a coherent program for the whole family.

This sounds like a daunting list of skills for an educator to cultivate, but many have done so—and enjoyed the challenge. The purpose of this course is to assist you in meeting that challenge, and the readings in this module begin to address a number of the issues mentioned above.

Program types

There is a wide range of family literacy program formats, as described in Module 1 (see also the examples given in Literacy Volunteers of America (1991), Morrow, Tracey, & Maxwell (1995), and Nickse (1990)), and the choice of format will depend on the families intended to benefit from the program. Program providers who want to enhance the literacy and educational opportunities of the whole family, particularly where both parents and their young children are at risk, will most likely choose a comprehensive format that includes adult and parenting education for the parents, early childhood experiences for the children, time for parent and child to take part in activities together, and opportunities for parents to discuss parenting issues (see Brizius & Foster, 1993). Such programs are most successful when they can operate on a daily basis over a long time period, such as a full school year. A program of this type will allow whole families to advance in literacy together, with both parent and child teaching the other as they gain confidence in their abilities.

Where a program is targeted at families with older, school-age, children, the emphasis is more likely to be on ways that parents can support their children in school and work with the schools to improve the opportunities and achievements of the children. Many children and adolescents do not succeed in school because they feel that education is not valued outside school, particularly in their homes. If parents can find ways to show that they do value education, then they and their children's teachers can work together to improve the chances of the children. A program of this type is likely to discuss the provision of books and magazines in the home, parental modeling of literacy practices, and closer links between parents and the school. Usually the parents in such a program will meet regularly, but not frequently—perhaps once a week for an hour or two. The main purpose of the meetings is to provide parents with support in what they are doing from teachers and each other.

Another variable in the format of family literacy programs is the geographical spread of the potential participants. Inner-city programs can be based, for example, at a school or community center very close to all the families taking part. However, programs in rural areas may not be able to bring their families together at all. The program may consist of a series of home visits to interested families, during which the program provider discusses parenting issues, models reading and play activities with the children, and leaves a new set of books for parents and children to read. However, such home visits may be a component of any program, supporting parents in the location where they practice their literacy and parenting skills. But a factor to keep in mind is the cost of home visits. The advantages of one-on-one family visits must be weighed against the time of the educator making visits to each family in the program. The frequency of visits may well be determined by the personnel resources of the program.

In fact, for any program, resources may limit the scope of the program initially. For instance, the desired format for a particular program may be provision of educational services to both child and parent each school day for a full day. The reality, however, may be that facilities and teachers are available for only two mornings a week. It is better to start the program on this basis and look for ways to expand than to decide that the program cannot proceed because the situation is not ideal. A lot of good work can be achieved in the time available, and initial success at some level is likely to attract attention and lead to the provision of additional resources.

Establishing partnerships and finding funding

Most family literacy programs are the results of partnerships. Because it is a new area, there are few individuals or organizations specializing in family literacy. Therefore, a pooling of knowledge and resources is almost always needed. Within a local area, partners are likely to include school districts, human services agencies, adult education providers, churches, and business and civic groups. Each will provide what they are best able to: teaching expertise and teachers, buildings and facilities, teaching materials, publicity and funding. You should not find too much difficulty in matching up the entries on these two lists!

As well as local funding through businesses, school districts and other sources, many programs seek government funding, either federal or state. The federal Even Start program is now providing over $100 million each year to support local initiatives in setting up family literacy programs and many states are expanding their funding provision for family literacy. In addition, both federal and state funds directed toward adult basic education are being used, in part, to encourage family literacy.

For more details about partnerships and funding, see the article by Judith Alamprese in this module and pp. 14-19 of the LVA Handbook (Literacy Volunteers of America, 1991).

Recruitment of learners and instructors

When a program has sufficient support to be a viable proposition, a very important next step is family recruitment—a program cannot be successful if nobody participates. And, perhaps surprisingly, one of the most crucial decisions connected with recruitment is the choice of a name for the program. The word "literacy" should certainly not appear in a program title; it has too many negative connotations for many people, who will not wish to be associated with that label. Much better is some up-beat name, possibly with a catchy set of initials, that captures the essence of what the program is about. Examples from actual programs include PACE: Parent And Child Education program and HIPPY: Home Instruction Program for Preschool Youngsters. A title need not be as elaborate as this, but it should contain key words like children, parent, family, reading and education.

Once a name has been chosen, a wide variety of means should be employed to publicize the program to potential participants. A wide audience can be reached through public service announcements on local radio stations, and local newspapers can often be persuaded to run human interest stories introducing a program. More targeted recruiting could, depending on the type of program, be focused on local schools, public housing projects, welfare and social services offices, or community groups. Sensitivity to community and ethnic cultures is very necessary at this stage. To avoid giving possible offense to the very people the program is intended to help, program providers should be careful to seek advice from community leaders about the best ways to go about active recruiting. (For more on this issue of cultural differences, see the article by Vivian Gadsden in this module and the article by Duran (1996). For general information on recruiting, see D'Angelo et al (1995).)

Once a program has started, an additional recruiting aid is word-of-mouth recommendation by the early parent participants. And their perception of the program is largely determined by the teachers they meet face-to-face. Therefore, in the early stages of any program, the best ambassadors for that program are the class instructors. They are the program to most parents, and so it is very important that a program's instructors are carefully chosen and then well trained in the nature of family literacy and in the cultures of the participating families. At this time of expanding family literacy, many educators are coming new to this area and will need help, for example, in working cooperatively with both children and parents. But it is very important that new family literacy practitioners do receive assistance in learning how to carry out the unfamiliar tasks they will face in the family literacy environment.

Program goals

Just as the types of family literacy program vary, so will the goals of a program. These goals may include the preparation of young children for school, the encouragement of older children to read more, or the raising of adults' academic and parenting skills. But, whatever the details of those goals, a most important factor will be the development of motivation in the families participating in the program: motivation to develop new abilities, confidence and interests, leading toward a long-term commitment to education. Parents are often diffident about their ability to help their children and need to be shown that they possess valuable knowledge and skills to pass on to their children through modeling literacy behaviors, providing literacy materials in their homes, and sharing literacy activities with their children. The principal purpose of most family literacy programs is to facilitate the development of these skills and assist parents in creating an environment of literacy for their children.

Of course, within this general framework, different families will have different needs. A family literacy program must, to a large extent, be learner-centered—i.e., learning experiences should be tailored to meet the needs of each family. Therefore, besides establishing program goals, it is also advisable to meet with families individually to agree on realistic personal goals and establish a family's own educational plan. These educational plans should take into account the parent's particular interests (e.g., managing finances, helping with homework, personal computer skills). The plans should be reviewed periodically with each family to assure that appropriate progress is being made and that goals remain relevant to the family's needs. If necessary, plans should be modified to match progress and any changes in the family's situation. Setting realistic, personalized goals will help families recognize that they are making progress. Thus, they are more likely to see the program as theirs and participate for a longer period of time.

Now read the articles and extracts for this module:

- Nickse, R. S. (1990). *Family and intergenerational literacy programs: An update of "The noises of literacy"*. (pp. 27 - 85).
- Literacy Volunteers of America. (1991). *How to add family literacy to your program.*
- Alamprese, J. (1996). Integrated services, cross-agency collaboration, and family literacy. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*, pp. 17-23.
- Gadsden, V. L. (1996). Designing and conducting family literacy programs that account for racial, ethnic, religious, and other cultural differences. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*, pp. 31-38.

You may also want to look at the ERIC documents whose abstracts are included in the module. Then use the information contained in your readings to write your response paper for Module 2.

References

Alamprese, J. (1996). Integrated services, cross-agency collaboration, and family literacy. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, pp. 17-23.

Brizius, J. A., & Foster, S. A. (1993). *Generation to generation: Realizing the promise of family literacy*. Ypsilanti, MI: High/Scope Press. (ERIC Document Reproduction Service No. ED 357 869)

D'Angelo, D., et al. (1995). *Resources for Recruiters*. Portsmouth, NH: RMC Research Corporation.

Duran, R. (1996). English immigrant language learners: Cultural accommodation, and family literacy. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, pp. 25-30.

Gadsden, V. L. (1996). Designing and conducting family literacy programs that account for racial, ethnic, religious, and other cultural differences. In Benjamin, L. A., & Lord, J. (Eds). *Family literacy: Directions in research and implications for practice*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, pp. 31-38.

Literacy Volunteers of America. (1991). *How to add family literacy to your program*. Syracuse, NY: author.

Morrow, L. M., Tracey, D. H., & Maxwell, C. M. (Eds.) (1995). *A survey of family literacy*. Newark, DE: International Reading Association.

Nickse, R. S. (1990). *Family and intergenerational literacy programs: An update of "The noises of literacy"*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. (ERIC Document Reproduction Service No. ED 327 736)

Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED377366
AU - PERSONAL AUTHOR: Anderson,-Jean-E.
TI - TITLE: Families Learning Together in Colorado: A Report on Family Literacy.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Colorado State Dept. of Education, Denver. Office of Adult Education.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: Office of Adult Education, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203-1799 ($20).
NT - DESCRIPTIVE NOTE: 115 p.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: This report, which is intended for individuals developing family literacy (FL) programs, contains background information on the research, development, operation, evaluation, and outcomes of federal- and state-level FL initiatives. Discussed in section 1 are the following topics: the importance/benefits of FL programs; definitions of literacy and FL according to Colorado, U.S., and Canadian legislation and various literacy organizations and programs; the history of FL (initial projects/models, federal and state initiatives, and the role of foundations and literacy organizations); the FL research base; the impact of FL programs on children, crime/violence, and poverty; successful practices; examples of family-centered programs; issues and challenges facing FL; and recommendations and challenges for FL. Section 2, which focuses on FL in Colorado, contains the following: a brief history of FL in Colorado; Colorado student success stories; overviews of surveys conducted in F92, FY93, and FY94; profiles of nine Colorado FL programs; and annotated lists of Colorado organizations/programs providing technical assistance, services for family learning, funding resources, and informational resources. The bibliography lists 61 references. Appended are Colorado's definition of FL and listings of FL programs in Colorado in FY94 and family center and Adult Education Act contacts. (MN)

Record 2 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED376753
AU - PERSONAL AUTHOR: Auerbach,-Elsa; And-Others
TI - TITLE: From the Community to the Community: A Guidebook for Training Community Literacy Instructors. Community Training for Adult and Family Literacy Project Final Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Boston Adult Literacy Fund, MA.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 221 p.; Some pages contain light, broken type.
PR - EDRS PRICE: EDRS Price - MF01/PC09 Plus Postage.
AB - ABSTRACT: The guidebook describes a model for a community-based adult and family literacy program for immigrant and refugee communities that draws on and enhances the strengths of community members with strong educational backgrounds who can serve as community literacy teachers and leaders (interns). Mentors from adult education programs trained the interns to teach English as a Second Language and English literacy. The project, a collaborative effort of three adult education programs, a university, and a literacy organization, is described in the guidebook. An introductory section gives an overview of the project and the guidebook. In the first five chapters, the project is detailed, including context and rationale, project structure and participants, the training/mentoring component, transition from training to teaching, and project evaluation. The final chapter outlines findings, challenges, and recommendations. Lists of references and resources for training are included. Appended materials include a letter welcoming interns to the training program, samples of minutes and handouts from training workshops, and some sample evaluation tools (possible questions for student exit interviews and checklists for student assessment). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Record 3 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED376325
TI - TITLE: Adding Family Numeracy to ABLE Programs.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Community Action Southwest, Waynesburg, PA.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 71 p.
PR - EDRS PRICE: EDRS Price - MF01/PC03 Plus Postage.
AB - ABSTRACT: This document consists of a brief final report and a handbook from a project conducted to develop family numeracy activities and incorporate them into adult basic and literacy education (ABLE) classes in two Pennsylvania counties. The 10 activities, which were designed to help adult learners foster the development of numeracy concepts/skills in their young children, cover the following topics: sizing, ordering, classification, one-to-one correspondence, counting, geometric shapes, units of length/distance, money, arithmetic operations, time, temperature, and fractions. The activities were pilot tested with 28 students in an ABLE classroom and packaged into learning packets that were distributed to parents involved in Even Start, Head Start, and adult basic education programs in Washington and Greene counties. Appended to the final report are the following: a chart detailing student/tutor evaluations of the activities, sample parent evaluations and staff/tutor questionnaires, and the staff/tutor handbook. Included in the handbook are information on numeracy and parents' role in teaching numeracy skills, descriptions of the 10 activities, and sample staff/tutor and parent evaluations for each activity. (MN)

Record 4 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373859
TI - TITLE: The Power of Family Literacy.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): National Center for Family Literacy, Louisville, KY.; Philliber Research Associates, Accord, NY.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: National Center for Family Literacy, Waterfront Plaza, Suite 200, 325 West Main Street, Louisville, KY 40202-4251.
NT - DESCRIPTIVE NOTE: 25 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: This report presents the early findings from the analysis of a family literacy demonstration project under the direction of the National Center for Family Literacy. The data in this report are based upon the experiences of over 300 families who participated in the Toyota Families for Learning Program during the 1992-1993 school year. The first section of the report discusses the issue of, and approach to, family literacy. The second section covers the scope of the issue, focusing on impoverished children, parents who lack literacy skills, and low income families. The third section of the report profiles promising family literacy programs and outlines their necessary components. The final section details some of the encouraging results of the Toyota Families for Learning Program, including the following: (1) adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult focused programs; (2) participants in family literacy programs are more likely to remain in the program than participants in adult focused programs; (3) adults who participate in the program continue to learn; (4) children participating in family literacy programs demonstrate greater gains than children in child focused programs; and (5) more educationally supportive home environments are reported among the participants in family literacy programs. (TJQ)

Record 5 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372295
TI - TITLE: Effective Practices in Community Based Family Literacy: Results of a National Research and Evaluation Project.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Association for Community Based Education, Washington, DC.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 174 p.
PR - EDRS PRICE: EDRS Price - MF01/PC07 Plus Postage.
AB - ABSTRACT: A field evaluation of 14 community-based family and intergenerational literacy programs identified the most effective strategies, structures, and approaches to reach and teach the "hardest to reach." Information was collected through 90-minute telephone surveys with program coordinators and/or executive

directors. Although different in structural design, the programs had similar philosophies and approaches in improving family and intergenerational literacy. Literacy skills development had the following characteristics: it addressed learners' needs, issues, and interests; it focused on practical application; it was participatory; and it supported parents in assuming and enhancing their roles as children's "first teachers." Life skills and/or parenting education were a critical component of each program. All programs provided supportive services, a nonthreatening learning environment, broad-based and learner-centered literacy education, traditional and innovative nontraditional instructional approaches, and traditional and nontraditional assessment methods. An outcome of the project was recommendations for program improvement in three major areas--education and service delivery, staffing, and overall administration--and for research, policy, and staff development. (The 25-page report is followed by these appendixes: survey; field research protocol, interview process, and interview questions; program case studies and profiles; and sample program documents. Contains 13 references.) (YLB)

Record 6 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372290
AU - PERSONAL AUTHOR: Smith,-Thomas-B.
TI - TITLE: Home-Based Family Literacy Mentoring. A Guide for Head Start Teachers.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Pittsburgh Univ., PA. Generations Together.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 21 p.; For a related report, see CE 066 922.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: This guide was developed during a demonstration project conducted in three diverse, multiethnic Western Pennsylvania communities to use older adult tutors as mentors to improve Head Start parents' literacy skills and ability to develop their children's literacy. The guide is intended to facilitate tutors' learning about family literacy and to give them guidelines for working with families and making home visits. The guide includes the following: information on family literacy; a rationale for and description for the project, tips for getting started (characteristics of adult learners, techniques for teaching adults, clarifying goals, and establishing a relationship); ideas for keeping it going (teaching the parents); and wrapping it up (some examples of outcomes as reported by mentors and parents). Appendixes includes a checklist of home visiting tips and a starter list of family literacy activities (KC)

Record 7 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED361670
AU - PERSONAL AUTHOR: Poulton,-Constance-L.
TI - TITLE: Family Literacy Programs: Adult Curricula and Evaluation.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 166 p.; Master's Project, Weber State University.
PR - EDRS PRICE: EDRS Price - MF01/PC07 Plus Postage.
AB - ABSTRACT: Designed to increase awareness of family literacy programs, this project report deals with definitions of literacy, the research base, typology of family and intergenerational literacy programs, and evaluation of these programs. The report is designed to be a resource for teachers/practitioners and administrators/funders of family literacy programs. It includes: (1) a review of the literature on family literacy; (2) a directory of available adult curriculum materials suited to family and intergenerational literacy programs; (3) formative evaluation forms for use by teachers and adult students in family and intergenerational literacy programs; (4) materials designed to be used in presentations at conferences and workshops to increase understanding of family and intergenerational literacy programs and to promote programs; and (5) evaluation forms for curricula, evaluation forms for adult students, and presentation materials. Five tables illustrating various typologies of family literacy programs are included. Contains 59 references. (Author/RS)

Record 8 of 8 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED347328
AU - PERSONAL AUTHOR: Kerka,-Sandra
TI - TITLE: Family Literacy Programs and Practices. Practice Application Brief.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

PY - PUBLICATION YEAR: 1992
NT - DESCRIPTIVE NOTE: 4 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: Breaking the continuing cycle of low literacy levels transmitted from one generation to another is the philosophy behind family and intergenerational literacy programs. This Practice Brief describes some of the family literacy program models that are proving effective. It also summarizes strategies and resources that can help practitioners. The brief begins with the issue of the definitions of literacy and purposes of literacy education, pointing out that many program developers and researchers advocate respecting cultural differences and multiple meanings of literacy, and supporting educational achievement without undermining the family as a cultural resource. Effective program models are then described by type of intervention; the four models are: adults direct-children direct services; adults indirect-children indirect services; adults direct-children indirect; and adults indirect-children direct, with examples of each. Strategies for practitioners include determining audience to be served, recruiting through emphasizing the benefits to children, providing high-interest subject matter and guest speakers, and giving literacy program participants suitable recognition. (14 references) (KC)

Distance Education:
Developing Family Literacy Programs

Introduction to Modules 3 - 8

By completing Modules 1 and 2, you have acquired considerable background information about the nature of family literacy and the need for family literacy programs. You are now in a position to apply that knowledge to the various stages of setting up a program:

- writing a proposal (Module 3),
- designing curriculum materials for parents (Module 4),
- designing curriculum materials for children (Module 5),
- selecting appropriate published materials (Module 6),
- developing lesson plans (Module 7), and
- constructing evaluation measures (Module 8).

You choose four of these modules and, after studying the materials in those modules, you complete a short practice exercise for each of them. The module materials include a sample practice exercise to help you. When you have submitted these four practice exercises (in two submissions of two exercises each), you will receive feedback on them to assist you with the next submission.

This last submission is the most important for the course and carries half the total credit for your grade. You will complete extensive applications in two of the areas for which you submitted practice exercises. It is intended that these applications be as real as possible. It is highly desirable that you develop them for an actual family literacy program, but you can use a fictional one if necessary.

Now look again at the LVA Handbook (Literacy Volunteers of America, 1991), including the Appendices, to obtain an overview of the way that a family literacy program is developed. You may also want to look at the ERIC documents whose abstracts are included in this introduction (a very small sample of the available program reports), as preparation for your work on Modules 3 - 8.

In addition, you will find much helpful material about family literacy on the Internet or World Wide Web. This rapidly-growing resource is changing daily as new materials are added to it. However, here are a few useful entry points to get you started, with an indication of what each provides:

- AskERIC — http://ericir.syr.edu (Virtual Library, ERIC database and digests, lesson plans);

- Indiana University Family Learning — http://www.indiana,edu/’’eric_rec/ (courses, resources);

- National Center on Adult Literacy — http://litserver.literacy.upenn.edu/ (research, resources);

- National Institute on Early Childhood Development and Education — http://www.ed.gov/offices/OERI/ECI/ (news, research, resources);

- National Institute for Literacy — http://novel.nifl.gov/ (information, forums, resources);
- North Central Regional Educational Laboratory — http://www.ncrel.org/ncrel/ (resources, state information);
- U.S. Department of Education — http://www.ed.gov/ (initiatives, funding, services, publications).

Most of these Web pages are cross-linked through their lists of organizations, so that a search of one site can lead quite naturally to another, then another, then . . .

References

Literacy Volunteers of America. (1991). *How to add family literacy to your program.* Syracuse, NY: author.

Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED382390

AU - PERSONAL AUTHOR: Allen-Lesibu,-Sandra

TI - TITLE: New York State PreKindergarten Programs in New York City: Strategies for Creating Multicultural Early Childhood Programs. A Collaborative Approach.

PY - PUBLICATION YEAR: 1994

NT - DESCRIPTIVE NOTE: 20 p.; Paper presented at the National Head Start Association Training Conference (21st, Louisville, KY, April 15, 1994).

PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.

AB - ABSTRACT: This report begins by discussing the role of the New York Education Department; community education agencies; school boards, administrators, teachers, and their associations; community-based organizations; and the role of other state and local agencies in creating collaborative approaches to early childhood programming. Several collaborative early childhood programs are described to make up the bulk of the report, including: the Adolescent Child Care Program (funded by the Child Care and Development Block Grant); Early Childhood Direction centers (statewide referral and information networks for parents and professionals who suspect a child under five years of age to have a disability or be at risk of developing a disability); the New York State Prekindergarten Program; Community Schools Programs; Even Start Family Literacy program; Education of Homeless Children and Youth Program; programs for students with disabilities, including the SuperStart Prekindergarten Program, the SuperStart Plus program, and Kindergarten Plus, Grade One Plus, and Grade Two Plus programs; and the Summer Primary/Promoting Success program. A list of 12 areas in early childhood programming for which multicultural strategies can be developed and a discussion of conclusions end the report. (DR)

Record 2 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED382333

AU - PERSONAL AUTHOR: Connors,-Lori-J.

TI - TITLE: Small Wins: The Promises and Challenges of Family Literacy. Center on Families, Communities, Schools and Children's Learning. Report No. 22.

CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.

PY - PUBLICATION YEAR: 1994

AV - AVAILABILITY: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.

NT - DESCRIPTIVE NOTE: 46 p.

PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.

AB - ABSTRACT: This report examines the effectiveness of elementary school-based family literacy programs and describes the first year evaluation of a middle-school-based family literacy program in Baltimore, Maryland. In section one it reviews the literature on adult education and early childhood intervention and proposes a hypothesis of the broad pathways by which family literacy programs might impact adults and children. Four family literacy programs are used to illustrate the gains achieved by such programs. In section two, the report describes the evaluation of a middle-school-based family literacy program and identifies the challenges of implementing a family literacy program at this level of schooling. Based on classroom observations, interviews, and individual outcome measures, the evaluation revealed small but encouraging accomplishments. It found that adult participants had positive attitudes toward education, often did their own homework together with their children, and improved the use of literacy skills in their daily lives. In section three, the report discusses the need to clarify program labels and goals, develop successful collaborations, improved measures of adult literacy, the impact of evaluation on program staff, and the efficacy of middle schools as sites for family literacy programs. (Contains 47 references.) (MDM)

Record 3 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED380230
AU - PERSONAL AUTHOR: Connors,-Lori-J.
TI - TITLE: Project SELF HELP: A Family Focus on Literacy. Report No. 13.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.
PY - PUBLICATION YEAR: 1993
AV - AVAILABILITY: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218.
NT - DESCRIPTIVE NOTE: 39 p.; For a related document, see ED 343 716.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This report describes an evaluation of Project SELF HELP, a school-based family literacy program serving parents and other caretakers, elementary school age children, and preschool children 2 days per week during the school year. A summer reading program was also available to families. The evaluation was conducted in 1992-1993 to inform program design and implementation, and to study the effects of the program on individuals and families. Parent literacy was assessed using tests of basic skills in math, reading, and spelling, and functional literacy in reading/life skills and math. The adults also completed assessments of their home educational environment and beliefs about their parenting role. Preschool children were assessed for reading readiness, comprehension, receptive vocabulary and letter recognition. Grades, attendance, teacher materials, and observations of program components were also used in the evaluation. Results indicated gains in mean scores on all measures of literacy and math for adults in the program. The preschool children, on average, made gains on all literacy assessments from fall to spring. Report card grades improved in reading, language, and math. For elementary school children attending the summer reading program, reading scores improved from spring to the end of summer. Final sections of the report include: (1) three case studies and issues they raise for family literacy practitioners, researchers, and policymakers; (2) lessons learned from the perspective of the program coordinator; and (3) the questions that remain from the researcher's perspective. Contains 26 references. (HTH)

Record 4 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED380229
AU - PERSONAL AUTHOR: Hollifield,-John-H., Ed.
TI - TITLE: High Schools Gear Up To Create Effective School and Family Partnerships.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center on Families, Communities, Schools, and Children's Learning.; Johns Hopkins Univ., Baltimore, Md.
PY - PUBLICATION YEAR: 1994
JN - JOURNAL CITATION: Research-and-Development-Report; n5 June 1994
AV - AVAILABILITY: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218 (Free; full reports of each study may be ordered for a charge).
NT - DESCRIPTIVE NOTE: 13 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: Parent involvement in their children's schooling declines dramatically as students move through middle school and high school, though students still want and need their parents' help to reach educational goals. This newsletter presents several articles on partnerships between schools and families and between families and community programs. The title article describes a collaborative effort at six schools to identify parent-school partnership practices that are appropriate at the high school level, how the schools can develop and implement such practices, and how the practices actually affect those involved. The remaining articles are: (1) "Small Wins of Family Literacy Programs Can Be Extended into Middle Schools"; (2) "How Parent Centers Strengthen Family, School, and Community Relationships in Four Urban Schools"; (3) "A Manual Provides Guidelines for Coaching in Community Programs"; and (4) "Moving toward Comprehensiveness in Integrating Family Services through Collaboration and Empowerment: How Are We Doing?" (HTH)

Record 5 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED380218
AU - PERSONAL AUTHOR: Swick,-Kevin-J.; Tromsness,-Melissa-E.

TI - TITLE: A Follow Up Study of Selected South Carolina Parent Education/Family Literacy Projects: 1994.
PY - PUBLICATION YEAR: 1995
NT - DESCRIPTIVE NOTE: 32 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: This report provides the 1994 follow-up evaluation of the Early Childhood Parent/Education Family Literacy Project in South Carolina, first evaluated in 1993. The objective of the evaluation was a comprehensive review and analysis of program components and elements as designed and implemented by 12 pilot projects. Highlights from the 1993 evaluation of the pilot projects, background information on the evaluation framework for the 1994 follow-up survey, a summary report on the 1994 evaluation, individual profiles of the projects participating in Parent/Education Family Literacy Projects for 12 counties, and recommendations for further parent education/family literacy program development and evaluation are included. Activities of each of the 12 programs are described in the areas of parent education, adult education family literacy, and child and family services. The survey findings indicated that the 12 participating projects have made significant gains since the 1993 evaluation, in terms of increasing services to all families and in refining parent education services, and interagency collaboration. Among the recommendations gleaned from the survey are: (1) that parent education/family literacy programs should continue to expand on areas affecting school readiness; (2) that projects should continue to focus on involving families at risk; and (3) that full integration of parent education/family literacy programs into the community's total family services system and the schools' overall readiness programs should be a priority. (AP)

Record 6 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED378848
AU - PERSONAL AUTHOR: Weinstein-Shr,-Gail
TI - TITLE: Family and Intergenerational Literacy in Multilingual Families ERIC Q & A. [Revised.]
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
PY - PUBLICATION YEAR: 1992
AV - AVAILABILITY: ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
NT - DESCRIPTIVE NOTE: 6 p.
PR - EDRS PRICE: EDRS Price - MF01/PC01 Plus Postage.
AB - ABSTRACT: Five questions and answers are presented in this document. They are as follows: (1) Are family literacy and intergenerational literacy the same? The first term, it is explained, focuses on the parent and child, while the second term, used in the broader sense, involves other adults such as grandparents and neighbors, etc. (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? Answer: The goals of both types of programs include: promoting parental involvement; improving attitudes and values as well as skills linked to reading; increasing families' sense of the wider social significance of reading; and addressing the unique difficulties of multilingual families that have been uprooted and displaced. (3) What instructional approaches, methods and techniques are used in family literacy programs? The answer provides two approaches. The are: the competency-based method; and the participatory approach. It is noted that several programs, including Even Start, of Washington state, combine both approaches. (4) What materials and resources have been developed for family and intergenerational programs? Different types of curriculum that will address particular concerns are described in the answer. (5) what are some promising directions for the future? The answer describes four characteristics that all promising programs appear to have in common. Such programs: build on family strengths; see collaboration between child and adult educators as crucial; value traditional culture; and conduct ethnographic research. (Contains 28 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (LR)

Record 7 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED378366
AU - PERSONAL AUTHOR: Cohen,-Elena; And-Others
TI - TITLE: Literacy and Welfare Reform: Are We Making the Connection?
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Family Impact Seminar (FIS), The AAMFT Research and Education Foundation, Washington, DC.; National Center on Adult Literacy, Philadelphia, PA.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: National Center on Adult Literacy, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR94-16: $9).

NT - DESCRIPTIVE NOTE: 76 p.; Original draft of this report was a paper presented at the Meeting of the National Center on Adult Literacy and the Family Impact Seminar (Washington, DC, June 1994).
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This document explores selected issues related to connecting welfare reform initiatives and the literacy movement and provides basic information about literacy education and its economic impact. Literacy is defined, and similarities and differences between adult basic education, adult secondary education, and English-as-a-Second-Language programs are explained. Literacy levels among various segments of the U.S. population and the relationship of literacy to labor market success are discussed. Examined in an overview of federal literacy policy are eight major literacy, welfare, and job training programs and the legislation authorizing them. Discussed next are client characteristics, funding/costs, sponsors, instructors, instructor training, and effectiveness. The functional context approach to literacy education and programs integrating literacy and job skills are highlighted. Seven two-generation and family literacy programs are described, and lessons learned from eight field demonstrations are summarized. The challenges of connecting the adult education and welfare systems and promising programs in three states are identified. Appended are the following: descriptions of efforts to integrate literacy education into welfare reform programs in California, New Jersey, and Ohio; descriptions of major national literacy organizations; and data on funding and earnings impacts of literacy education. Contains 77 references. (MN)

Record 8 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED377366
AU - PERSONAL AUTHOR: Anderson,-Jean-E.
TI - TITLE: Families Learning Together in Colorado: A Report on Family Literacy.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Colorado State Dept. of Education, Denver. Office of Adult Education.
PY - PUBLICATION YEAR: 1994
AV - AVAILABILITY: Office of Adult Education, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203-1799 ($20).
NT - DESCRIPTIVE NOTE: 115 p.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: This report, which is intended for individuals developing family literacy (FL) programs, contains background information on the research, development, operation, evaluation, and outcomes of federal- and state-level FL initiatives. Discussed in section 1 are the following topics: the importance/benefits of FL programs; definitions of literacy and FL according to Colorado, U.S., and Canadian legislation and various literacy organizations and programs; the history of FL (initial projects/models, federal and state initiatives, and the role of foundations and literacy organizations); the FL research base; the impact of FL programs on children, crime/violence, and poverty; successful practices; examples of family-centered programs; issues and challenges facing FL; and recommendations and challenges for FL. Section 2, which focuses on FL in Colorado, contains the following: a brief history of FL in Colorado; Colorado student success stories; overviews of surveys conducted in F92, FY93, and FY94; profiles of nine Colorado FL programs; and annotated lists of Colorado organizations/programs providing technical assistance, services for family learning, funding resources, and informational resources. The bibliography lists 61 references. Appended are Colorado's definition of FL and listings of FL programs in Colorado in FY94 and family center and Adult Education Act contacts. (MN)

Record 9 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373597
AU - PERSONAL AUTHOR: Choonoo,-John
TI - TITLE: Project Mastery: A Family Literacy Program, Community School District 10. Evaluation Report, 1992-93. OER Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): New York City Board of Education, Brooklyn, NY. Office of Educational Research.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 37 p.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: Project Mastery was a family literacy program that served 30 adults and 40 children in its first year of operation. Participants were parents and adult siblings of present and past

English-as-a-Second-Language programs and students of limited English proficiency (LEP) in kindergarten through grade 5. It was designed to support English language development in both adults and children, and also provided mathematics instruction to participating children after school hours. Child care and educational activities for preschool children were added to enable parents to attend project activities. A unique program feature was intergenerational ESL literacy classes to enable newly-arrived families to develop language skills rapidly and increase parent interest in children's schooling. Participating teachers were provided with staff development opportunities. The project met its objectives for parent involvement, and partially met its objective for children's development of English language skills. Objectives for adult English language skill development and mathematics could not be assessed. Recommendations for program improvement include modifying the objective for adult English language skills for better assessment, and augmentation of children's English language skills development, particularly through peer tutoring or individualized instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Record 10 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373186
AU - PERSONAL AUTHOR: Dickson,-Connie, Comp.; And-Others
TI - TITLE: Learning with East Aurora Families (LEAF). A National Institute for Literacy Demonstration Project Family Literacy Curriculum. November 1993 to October 1994.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Waubonsee Community Coll., Sugar Grove, Ill.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 141 p.; For the project evaluation, see CE 067 010.
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: This publication incorporates information for developing the Learning with East Aurora Families (LEAF) family literacy program model as well as specific activity ideas for program components. It is divided into eight parts which include: (1) staff job descriptions; (2) early childhood curriculum; (3) adult basic education curriculum; (4) English as a Second Language curriculum; (5) parent and child time together; (6) parenting workshops; (7) home visits; and (8) field trips. Staff job descriptions detail basic responsibilities and authorities, entry level requirements, and hours per week. The early childhood curriculum consists of a class schedule, elements of the class, and outlines for 13 units: Thanksgiving, Christmas holiday, occupations, health, Valentine's Day, families, communities, planet earth, Easter, plants, Mother's Day, summer fun, and being patriotic. Each outline consists of purpose of unit, overview, and art projects with materials needed and directions. The adult basic education section describes the general curriculum, customization of the curriculum, and specialized curriculum and lists materials. The section on English as a Second Language describes basic materials, general classroom procedures, use of volunteers, and other elements. The parent and child time together curriculum contains handouts in English and Spanish for parents for the activities that detail learning concepts, materials needed, and description of activity. The parenting workshops section provides an overview of workshop topics. The home visits section describes four visits: skills for children, skills for parents, what teachers do, what children do, what parents do, and what parent and children do together. The final section describes eight field trips in terms of destination, contact person, purpose of activity, description, and staff requirements. (YLB)

Record 11 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED373153
AU - PERSONAL AUTHOR: Dodd,-John-M.; And-Others
TI - TITLE: Parents and Preschoolers: An Intergenerational Literacy Project. Evaluation Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Eastern Montana Coll., Billings.
PY - PUBLICATION YEAR: 1994
NT - DESCRIPTIVE NOTE: 101 p.; Sign samples in Appendix B may not reproduce well.
PR - EDRS PRICE: EDRS Price - MF01/PC05 Plus Postage.
AB - ABSTRACT: An intergenerational literacy project involving economically disadvantaged parents, their preschool children, and preservice teachers was conducted at Eastern Montana College. Parents enrolled in the Head Start and Even Start programs attended sessions at which they were trained to be literacy tutors at training meetings and/or combination dinner/training sessions. Forty Even Start enrollees and 20 Head Start families attended the sessions. Four literacy tutors and 49 college students were trained to work alongside parents as literacy volunteers. Literacy services were provided at the Head Start and Even Start centers and at the local shelters for battered spouses and the homeless in Billings, Montana. The sites were furnished with 719

books and 35 backpacks of books-on-tape were developed for parents to check out and use at home. The project was considered highly successful and will be continued. (Appendixes constituting approximately 75% of this document contain the following: a list of more than 100 books recommended for parents and preschoolers; a parent interview form; parent-child observation checklists; a course syllabus; instructional materials inventories; and a handbook for conducting family literacy nights that includes lesson plans, overhead transparency masters, and student handouts.) (MN)

Record 12 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED372291
TI - TITLE: Center for Literacy's Family Literacy Demonstration Project. Final Program Report To National Institute for Literacy.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Center for Literacy, Inc., Philadelphia, PA.
PY - PUBLICATION YEAR: [1993]
NT - DESCRIPTIVE NOTE: 147 p.; For the three-volume set of curriculum documents developed by this project, see CE 066 925-927.
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: A family literacy demonstration project was conducted to offer family literacy classes in three public schools in Philadelphia. Instruction was offered for 2.5 hours per day 4 days per week for parents of kindergartners and first graders from January to June and for parents and children together in July. The project was designed to help adults meet their own needs and to enable them to support their children's learning. The instructional program for the adults mirrored the kindergarten and first-grade curriculum of the school district. During the parents-and-children-together phase of the program, activities were provided that parents could continue at home, and parents also received information about children's learning. The whole-language, learner-centered approach was used. Evaluation of the program, both by staff members, and by an outside evaluator, showed some problems. For example, it was difficult to develop a shared vision of what family literacy should be. In addition, relationships between the literacy project staff and the schools was strained in two of the three schools, and the teachers had to struggle to serve a diverse group of parents at three schools. However, even though all program goals were not met, parents and children did learn, and both groups were served.. Recommendations were made to involve all stakeholders earlier in the planning process, to build a sense of shared ownership among participants, and to provide ongoing support for staff. (Project documents included in the report include the following: student writings; final evaluation report; letter from School District of Philadelphia, Office of Assessment; request for proposals; outreach materials; and a workshop plan.) (KC)

Record 13 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED367860
TI - TITLE: Family Literacy Report.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Illinois Literacy Resource Development Center, Rantoul.
PY - PUBLICATION YEAR: [1991]
NT - DESCRIPTIVE NOTE: 40 p.; For a related document, see ED 337 052.
PR - EDRS PRICE: EDRS Price - MF01/PC02 Plus Postage.
AB - ABSTRACT: Seven model family literacy programs in Illinois were monitored for one year to determine successful program components and characteristics and to assist local programs in developing and implementing practical evaluation systems. Six were networking programs each of which involved several agencies, and one program was designed on a center-based model. During the study year, all of the programs experienced staff turnovers or reductions. No program made radical changes to its components. The programs generally experienced growth; however, funding reductions forced one program to reduce its services drastically. Four programs expanded into new sites. All of the programs experimented with new curricula or innovative programming ideas. At one program, families participated in a unique computer workshop conducted in Spanish. Another program worked to increase children's access to books and men's involvement in family literacy activities through "make and take nights" featuring activities such as bookshelf making. Other innovative activities at individual project included training college students to conduct home outreach and conducting a one-day course to build self-esteem and nurture adults' needs within families. (This document includes descriptions of the individual programs and program summaries. Selected program evaluation questionnaires are appended.) (MN)

Record 14 of 14 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED365168
AU - PERSONAL AUTHOR: McCollum,-Heather; Russo,-Alexander-W.-W.
TI - TITLE: Model Strategies in Bilingual Education: Family Literacy and Parent Involvement.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Department of Education, Washington, DC. Office of the Under Secretary.
PY - PUBLICATION YEAR: 1993
NT - DESCRIPTIVE NOTE: 83 p.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.

AB - ABSTRACT: This study reports on nine family literacy projects that focus on families whose primary language is not English. The first six projects fall under the Kenan service model, which sees that children receive more or as many services as adults and is organized around children's needs. These include the Canoncito Family Support/Early Childhood Education project (Lagana, New Mexico); the Family Tree Even Start project (Mesa, Arizona); Healdsburg/Windsor Even Start project (Healdsburg and Windsor, California); Hidalgo Even Start project (Hidalgo, Texas); Refugee Family Literacy Project (Rochester, New York); and Salem Family English Literacy project (Salem, Oregon). The last three projects focus on adults and are referred to as enhanced adult English-as-a-Second-Language family literacy projects. These include the Florida International University Family English Literacy project (Miami, Florida); the Lao Family English Literacy project (St. Paul, Minnesota); and the Newcomer Family Literacy project (Lawrence, Massachusetts). The report highlights the accomplishments and lessons of each project; focuses on cultural and linguistic issues; describes effective approaches for dealing with program components, such as outcomes and evaluation methods; and looks at project design and implementation. One-page profiles highlight key issues and strategies and provide detailed information about each project. Appended are project information, including a list of project contacts, and an assortment of project materials that may provide insights into effective family literacy strategies. (KM)

Module 3 — Proposal writing

When a family literacy program is being started, writing a proposal for funding will often be necessary. This may be a proposal from the program provider to a local consortium, or from provider and consortium to a federal or state agency. In the second case, the proposal will usually have to be presented in a particular specified format, but, in any situation, the main principles of proposal writing are to make a clear case for program need, to describe how to meet that need, and to provide details of personnel, timelines and budget. Before looking further at the details of proposal writing, we summarize the present funding climate for family literacy and compare the availability of public and private funding.

As described in Module 1, there has been increasing federal and state funding for family literacy as the movement has grown over the past decade. The federal Even Start program continues to expand and more and more states are including family literacy in their educational policies. Also local communities are taking a lead in wanting to improve the situation in their cities and counties, through a wide range of groups such as churches, businesses and school districts. In addition, many private foundations are now including family literacy among their priorities for funding, because they see this movement as a very effective force for change in the whole educational arena. Therefore, the funding is certainly available for a convincing proposal put forward by an effective partnership. However, such a proposal needs to be targeted very clearly to the potential funder, so that the program proposed is closely related to the organization's criteria for awarding funds. A number of sources are now available to assist program providers find the right funding route for them. (See, for example, *A guide to funding sources for family literacy* from the National Center for Family Literacy (Popp, 1991).)

The audience for a family literacy proposal may be a local consortium of business and community groups, it may be a private foundation, or it may be a state or federal agency. In any case, the proposal narrative should include the following elements:

- an introduction setting out the need for the program, describing target populations, and listing program goals;
- descriptions of the classes proposed—their types, timing, and content;
- an outline of the curriculum—particularly the mix of custom-designed and off-the-shelf curriculum;
- the provider's preparation needs—lead time for designing curriculum, and recruiting families;
- space and materials needed by the project—classrooms, storage, books, computers;
- descriptions of project personnel—their qualifications and experience;
- the evaluation plan—methods for gathering data for pre/post comparison to show program gains.

In addition, a full submitted proposal will also include:

- timeline—a month by month chart, showing the progression of preparation and teaching activities;
- budget— including project salaries, fringe benefits, supplies, communication, and travel;
- resumes for all project personnel.

Now read the articles and extracts for this module:

- What to look for in a family literacy program proposal.
- Boswell, C. (1995). Developing a proposal . . . When opportunity knocks, will you be prepared?
- Popp, R. (1991). *A guide to funding sources for family literacy.*

Also read again the LVA Handbook (Literacy Volunteers of America, 1991), pp. 14-19 and 25-34. You may also want to look at the ERIC documents whose abstracts are included in the module (as well as others in the Introduction to Modules 3-8). Then use the example practice exercise to help you complete the assigned practice exercise for Module 3.

References

Boswell, C. (1995). Developing a proposal . . . When opportunity knocks, will you be prepared? *Child Care Information Exchange, 103*, (May-June, 1995), 17-20. (ERIC Document Reproduction Service No. EJ 503 810)

Popp, R. (1991). *A guide to funding sources for family literacy*. Louisville, KY: National Center for Family Literacy. (ERIC Document Reproduction Service No. ED 340 875)

WHAT TO LOOK FOR IN A FAMILY LITERACY PROGRAM PROPOSAL

The purpose of this guide is to provide a checklist of effective education and evaluation practices to look for in proposals for family literacy programs. The outline below is a checklist of items that should appear in a program proposal.

1. WHO?

Who will be providing the family literacy program?

Are the providers experienced in family literacy?

Do they have trained instructors, who are experienced in family literacy?

Do they have early childhood and adult education specialists (where appropriate)?

2. WHAT?

What are the program's stated goals?

Are they clearly related to local needs?

What specifically will be taught in the program?

Is the curriculum custom-designed to meet parent and child needs?

Is it relevant to the potential participants?

3. HOW LONG?

Will participants meet often enough to accomplish all program goals?

20 hours may be enough to achieve a single narrow goal, such as raising the interest in reading of a family

100 hours is needed for an adult to achieve a one year grade gain in reading or math

a school semester or a full year may be needed to prepare a young child for starting school

4. HOW RECRUITED?

Does the program target a particular population in need?

Does the program have the support of organizations in the local community?

5. HOW EVALUATED?

Is the proposed evaluation appropriate?

Does it match program goals?

Does it test what is to be learned?

Does it involve a variety of instruments?

Is there some form of external monitoring?

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A Guide to Funding Sources for Family Literacy

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National Center for Family Literacy
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November 11, 1991

INTRODUCTION

The key to seeking funds for family literacy programs is to match your program's mission with a funder who shares the same mission. The first step is to be able to state clearly your mission. Identify a need within your community, such as improving the levels of literacy in low literate families. Define the target population. Be able to describe the needs of this population, and be able to demonstrate that existing services in the community are not currently serving that need. Be able to clearly describe how your program will be able to deliver the services, and to have an effect, in your community.

The next step is to demonstrate to potential funders how your program's mission matches theirs, and how your program will complement their efforts. For example, schools will benefit from your program through improved readiness skills of kindergarten children and higher retention rates. Fewer students will require remedial classes. There will be less need for dropout prevention campaigns. Businesses will benefit because family literacy programs help build a larger pool of qualified workers within a community. Local and state governments benefit because of reduced need for welfare and human services within the community. Breaking the cycle of undereducation and disadvantage will ensure that these changes persist in the future.

Funding for family literacy programs can come from sources at the local, state, and federal levels. Local funding, for example, can be found with business and corporations, community groups, and/or social service agencies. Contributions from these groups can take the form of direct grants, in-kind donations, provision of services, and access to volunteer workers.

State funding can also support family literacy programs. Monies allocated for early childhood education, adult literacy, community education, dropout prevention, welfare reform, and/or parent education may be available to support family literacy efforts. In the state of Kentucky, 34 Parent and Child Education (PACE) programs are supported entirely through state funds.

At the federal level, Even Start funds are specifically designed to serve family literacy programs. Other federal programs can provide funding for specific program components. A report released by the U.S. Department of Education in 1985 identified 79 applicable federal programs, administered by 14 different agencies, ranging from the Air Force to the Bureau of Indian Affairs.

Most of these federal programs treat literacy training as an allowable activity. Access to funds, however, may be subject to decisions made at the state level. Each state develops a state plan for utilization of federal funds. These plans are subject to the approval of the federal funding agencies and contain guidelines and restrictions on the use of funds within a state. For example, Chapter I funds can be used to provide the total support for family literacy programs in some states, but not in others.

Part I of this guide describes the major sources of funding for family literacy programs. These sources include federal, state, and local funds and services, as well as support from private foundations and corporations.

Part II presents examples of funding packages, showing how different family literacy programs draw upon different funding sources. Suggestions for maintaining positive relationships with funders are also presented.

Part III gives suggestions for writing funding proposals. A description of the types of information requested in proposals is presented, with examples of funding budgets. A checklist is provided for evaluating proposals before submitting them to funders.

Part IV provides additional information about funding family literacy programs. Several resource books, which expand upon the information presented here, are cited.

PART I

SOURCES OF FUNDING

Funds to support family literacy programs are available from a variety of public and private sources. These funding sources will be described in this section, grouped under four broad headings: family literacy, community-related funds, other forms of public funding, and private funding sources. Section II in this guide will describe how to draw upon these resources to provide funding for a family literacy program.

Family Literacy Funds

National Literacy Act

The National Literacy Act was signed into law on July 25, 1991. A congressional committee report described the act's intent: "The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels."

Literacy was defined in the act as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

A National Institute for Literacy will be established to coordinate implementation of the act. The duties of the National Institute include:

- assist government agencies in setting literacy goals and measuring progress toward those goals;
- conduct basic and applied research and demonstrations on literacy;
- assist federal, state, and local agencies in the development, implementation, and evaluation of policy with respect to literacy;
- provide program assistance, training, and technical assistance for literacy programs throughout the United States in order to improve the effectiveness of such programs and to increase the number of such programs;
- collect and disseminate information to federal, state, and local entities with respect to literacy methods that show great promise (including effective methods of assessment, effective literacy programs, and other information obtained through research or practice relating to adult and family learning that would increase the capacity and quality of literacy programs in the United States);

- review and make recommendations regarding ways to achieve uniformity among reporting requirements, the development of performance measures, and the development of standards for program effectiveness of literacy-related federal programs;
- provide a toll-free long-distance telephone line for literacy providers and volunteers.

State literacy resource centers are a new type of program funded under the act. Funding for the centers will be through competitive grants to states. The purpose of a resource center is to:

- improve and promote the diffusion and adoption of state-of-the-art teaching methods, technologies, and program evaluations;
- develop innovative approaches to the coordination of literacy services within and among states and with the federal government;
- assist public and private agencies in coordinating the delivery of literacy services;
- encourage government and industry partnerships, including partnerships with small businesses, private nonprofit organizations, and community-based organizations;
- encourage innovation and experimentation in literacy activities that will enhance the delivery of literacy services and address emerging problems;
- provide technical and policy assistance to state and local governments and service providers to improve literacy policy and programs as well as access to such programs.
- provide training and technical assistance to literacy instructors.

The act also includes amendments to the existing Adult Education Act (see A.L.L. Points Bulletin, volume 3, number 5) which:

- authorize grants for literacy programs in public housing projects;
- require states to develop by July 25, 1993 a system for evaluating the success of funded programs;
- increase Section 353 set-aside funds for special demonstration projects and teacher training;
- provide additional criteria for states to use in allocating federal funds to local programs;
- require states to provide direct and equitable access to federal funds;
- require states to evaluate 20% of grant recipients each year.

For more information, contact:

Joan Seamon, Director
Division of Adult Education and Literacy/ED
400 Maryland Ave., SW
Washington, DC 20202-7240
202-732-2270

The Adult Education Act

Under the terms of the federal Adult Education Act, adults who are out of school, who are sixteen or older, or who have passed the age of state compulsory attendance, are eligible to obtain basic skills equivalent to high school completion. The purposes of the act are to enable all adults to acquire basic literacy skills necessary to function in society, enable all adults who so desire to continue their education to at least the level of high school completion, and to make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens. The program authorized by this act is administered by the state on a matching-grant basis. The federal government pays up to 90% of the cost; this will be reduced to 75% in 1992. Grants to the states permit 20% of the funds to be used to prepare adults to take the GED or to complete high school. Another 10% can be used to teach basic skills to adults who are institutionalized. At least 10% must be used for experimental or demonstration projects and training of teachers. States must submit a plan every three years to describe how the funds allocated under the terms of this act will be used.

The Adult Education Act can be the core around which many types of projects and activities can be grouped to provide literacy services to adults. It is often linked, for example, with preschool programs to provide literacy training for parents of three and four-year-olds.

Funding for 1991 was $201 million. $235 million is the level of funding for 1992.

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Job Training Partnership Act

Providing remedial education to prepare adults to enter the labor force is an allowable activity under the Job Training Partnership Act. Since 40% of the funds must be used for services to youth, and since many states are seeking eligible individuals in youthful age categories, the program may be tapped to pay for basic literacy training of younger adults. Important programs of the Job Training Partnership Act are:

Title IIA

This program is directed toward placing disadvantaged youths and adults in jobs at a relatively low cost per placement. Remedial education, job counseling, job search training, and other services are provided to remove barriers to employment. Local service delivery areas (SDA's) administer funds allocated by the states. Funds from this program may be used to assist graduates of family literacy programs.

Title IIB

The Summer Youth Employment Program serves youths between the ages of 14 and 21, and who have incomes below the federal poverty level (70% of Lower Living Standard). This group may include parents involved in family literacy programs. The program is restricted to vacation periods (summer, at least one month break between semesters), however, suggesting that a summertime project may be an attractive option for parents. Employment and educational services are provided through this program. Full and part-time jobs are located in public institutions. Remedial and literacy education can be designed to supplement employment skills or to provide training in basic skills. Local SDA's administer funds allocated by the states.

Title III

The Economic Dislocation and Worker Adjustment Assistance Program. This program provides funds for reemployment assistance, which can cover literacy and remedial activities. Block grants are made to states, and the money is passed through to SDA's. SDA's design and implement the services, or contract with public or private organizations for service delivery.

The Governor's Eight Percent Discretionary Fund

This amount is a 50% match on 80% of a total of 8% of the state's JTPA allocation. Of this portion, all must be used for disadvantaged persons. The funds must be channeled through an education agency. Fifteen percent may be used for administration. Covered services can include day care, transportation, and training for certain jobs, e.g., day care operators and aides. These funds can be used as a match to attract private funds.

State Education Coordination and Grants under Section 123

Literacy training is an allowable activity under Section 123. These funds can be used as seed money to enforce reforms needed in literacy instruction for youths and adults and to leverage education and local JTPA delivery systems.

Governors, with advice from their Job Training and Coordinating Council, manage the dislocated worker program and control the education and older worker and incentive set-aside programs. They can influence how the JTPA system will work to solve literacy problems. The Title IIA and IIB programs are administered by the state but are managed through local service delivery areas or private industry councils (PIC's). These councils, which are locally constituted, guide and monitor the local job training programs. Within the confines of the law, PIC's can decide who will be served, what services they will receive and who will be charged to deliver the services. PIC's are, thus, the point at which gubernatorial influence can be utilized and local requests for funds can be submitted.

Contact the local employment services office for information about services available to parents in family literacy programs.

The Elementary and Secondary Education Act

Chapter I

Compensatory education offered under Chapter I of the federal Elementary and Secondary Education Act provides remedial education for disadvantaged children, grades K-12. Children of migrant workers and neglected and delinquent children in institutions are also covered. Funding for fiscal year 1991 is $5.6 billion. Funding for 1992 is $6.1 billion.

The largest percentage of these funds is directed to local school districts which determine how they are to be spent. Working through the local districts, however, the program can be used to teach parenting skills for parents of eligible children. Chapter I can also be coordinated closely with JTPA to provide remedial training to young people eligible for JTPA, some of whom might be parents of three- or four-year-olds.

Even Start

A new part of Chapter I, which was authorized in H.R. 5 and passed in 1988, is called Even Start. It provides educational services to low literate parents and their children ages birth to seven. Proposed funding for 1991 is $49 million. Proposed funding for 1992 is $70 million.

The funds support demonstration programs in urban and rural sites across the country. The grants are allocated for "family-centered education programs which involve parents and children in a cooperative effort to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for their parents (Public Law 100-297). Programs can be funded for four years with the federal share being 90 the first year, decreasing to 60% in the fourth year. Since the demonstration programs must combine adult education and early childhood education, these funds can be used to finance intensive family literacy programs.

The Parents in Education Center, RMC Research Corporation, has prepared a document to assist in the preparation of Even Start grant applications. The document, "Even Start Questions and Answers," is available from local education agencies (LEA's). Grant application packages and further information about program eligibility are available from:

Thomas W. Fagan
Compensatory Education Programs
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-6132
202-401-1682

Chapter II

School improvement is the focus of this block-grant program. Eighty percent of the money passes to local school districts which have a substantial number of children who are from low-income families, or who live in depressed rural/urban areas or in sparsely populated rural areas. Funds must be used to improve the schools these children attend. States are prohibited from interfering in a district's use of this money, other than to render technical assistance or to monitor compliance. Local presentations to the school system staff about the benefits of family literacy programs may result in a redirection of Chapter II resources.

The remaining 20% of the Chapter II block-grant is reserved for use at the discretion of the state. One of the permissible uses is for preschool programs in which the school works with parents of preschool children in cooperation with Head Start and local Chapter II programs. The teaching of employment skills in conjunction with JTPA programs is also allowed.

A separate preschool program is authorized to provide educational services to children aged three to five who are handicapped. The early childhood education program is discretionary and can be used to support the teaching of basic skills to handicapped preschool-aged children. Authorized funds may be used to support certain components of a family literacy model.

The state of Kentucky has identified areas in which Congress says Chapter II funds should be used:

- provide initial funding for implementing promising educational programs;
- provide continuing support for library and instructional materials;
- meet the needs of at risk students;
- enhance the quality of teaching and learning through expansion of effective school programs;
- enable state and local educational agencies to meet their educational needs and promote

Head Start

Head Start is a direct grant from the US Department of Health and Human Services to local and private nonprofit organizations. Federal funds pay for a percentage of the local programs. Head Start has provided comprehensive services to economically disadvantaged preschool children and their parents for the past 26 years. The services include health, education, special needs, nutrition, and social areas. Parental involvement has always been a focus of Head Start and, as of 1991-92 fiscal year, this focus has broadened to include family literacy initiatives.

Coordination and collaboration efforts with other agencies, such as social service and local educational agencies, has become an important focus of Head Start. Grants have been awarded to 13 Head Start projects for the purpose of demonstrating how Head Start can collaborate with other educational and social service agencies. These three-year demonstration grants will fund efforts of community agencies to address the problems of substance abuse, illiteracy, and unemployment among Head Start families. Grants ranging from $125,000 to $225,000 have funded the 13 Head Start Family Service Center Demonstration Projects:

- Central Vermont Community Action Council; Barre, Vermont
- Hall Neighborhood House; Bridgeport, Connecticut
- Aspira of Puerto Rico, Inc.; Rio Piedras, Puerto Rico
- Community Action Council of Lexington-Fayette County, Inc.; Lexington, Kentucky
- Parents in Community Action, Inc.; Minneapolis, Minnesota
- Lorain County Community Action Agency; Lorain, Ohio
- Hoosier Valley Economic Opportunity Council; Jeffersonville, Kentucky
- Hawkeye Area Community Action Program, Inc.; Cedar Rapids, Iowa
- Blackfeet Tribal Business Council; Browning, Montana
- Santa Clara County Office of Education; San Jose, California
- Contra Costa County Board of Supervisors; Concord, California
- Southwestern Oregon Community Action, Inc.; Coos Bay, Oregon

  Community Action Agency; Somerville, Massachusetts

Head Start funds are currently being used in family literacy programs to pay the salary of preschool teachers. A description of one of those programs, located in Tucson, will be presented in Section II of this guide. Funding for 1991 is $1.952 billion.

Jim O'Brien
Special Assistant to Associate Commissioner
Head Start Bureau
PO Box 1182
Washington, DC 20213
202-245-7813

Family Support Act

The Family Support Act of 1988 states that AFDC recipients must participate in a jobs program or, if non-high school, an education program. A parent is exempt if over 20 years of age and has a child younger than three years old. AFDC parents under the age of 20 without a high school diploma must participate in an educational activity regardless of the age of the child. These reforms will drastically change the welfare system and will mandate that many AFDC parents participate in an education program. An intensive family literacy program can provide these services as well as provide quality child care, parenting education, and vocational education. By fiscal 1995, at least 20% of the eligible parents must be enrolled in such programs. Until that time, requirements for AFDC parents will be in a state of flux. The programs will be administered through the state's welfare agency, or through state and local education agencies and the Job Training Partnership Act.

The Family Support Act component with the greatest significance for family literacy programs is the Job Opportunities and Basic Skills Training Program (JOBS). JOBS makes provisions for educational services to include high school or studies leading to an equivalency diploma (GED), remedial education to achieve a basic literacy level, and education for individuals with limited English proficiency. The JOBS program also makes provisions for the support services that are critical for clients, including child care, transportation, and transitional services when moving from welfare to employment

One billion dollars was the requested level of funding for 1991. Since JOBS funds are allocated to state departments of social services, questions about funding of family literacy programs in your community should be directed to those departments.

Title XX Social Services Block Grants. States have wide discretion in how this money, which is 100% federal, is used. Day care, educational services, and transportation are all allowable and can be used to support parenting, day care, and transportation components for persons attending family literacy programs.

Education of the Handicapped

This act provides states and local school districts with assistance in educating handicapped children from the ages of three to 21. Seventy-five percent of the money must be passed through to the local districts.

The Rehabilitation Act

Like the Education of the Handicapped Act, the Rehabilitation Act can be used to defray the costs of educational services for physically disabled individuals, including support for additional tutoring and transportation. These funds may be used for eligible individuals in family literacy programs.

Community-Related Literacy Funds

Since many family literacy programs solicit encouragement and support from local communities, federal programs available for community-related literacy efforts may be able to provide financial support for certain aspects of the programs. The following federal programs may assist in funding some of the components of family literacy models.

Community-Related Literacy Funds (con't)

Child Care and Development Block Grants

The purpose of Child Care and Development Block grants is "to increase availability, affordability, and quality of child care." The June 6, 1991 Federal Register lists the rules and regulations for the grants. Federal funds are designated for child care for low income parents who are working, attending a vocational training program, or enrolled in educational programs. Funding for 1991 is $731.9 million. For further information:

Mark Ragan
Administration for Children and Families
Child Care Task Force
5th Floor, 370 L'Enfant Promenade, SE
Washington, DC 20447
202-401-9362

The July, 1991 issue of Young Children outlined outcomes specified by the block grant legislation:

- maximizing parental choice among care options, including center care, family child care, in-home care, relative care, and care provided by sectarian organizations;
- coordinating planning and delivery of services at federal, state, and local levels;
- providing flexible program design to meet recipient needs;
- ensuring that the preponderance of funds are used to provide child care services;
- increasing the availability of services, including early childhood development and before- and after-school care;
- assuring responsible program administration;
- assuring that funding supplements do not supplant existing funds.

The Public Affairs Division of the National Association for the Education of Young Children can provide additional information by telephone at 202-328-2605 or 800-424-2460.

Adult Training, Retraining, and Employment Development

Unemployed adults and adults wanting to upgrade their skills can receive training under Title II of JTPA, as described earlier in this guide.

Carl D. Perkins Vocational Education Act

This act provides federal funds to the states to give vocational education training, including basic skills development activities. In the plans that states must prepare and submit to the U.S. Department of Education regarding expenditure of these funds, they must describe how the programs covered under this act will be coordinated with the Adult Education Act.

Basic state grants under this act include Title IIA which provides vocational education opportunities for eligible groups, including the disadvantaged, who are in need of training and retraining in order to get employment. Problems of unequal access and single parenthood are also covered. Title IIB

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allows funds to be used to improve post-secondary and adult vocational education programs and services for basic skills for adults, especially for the unemployed and those with limited English proficiency.

One portion of the Carl Perkins Act provides assistance to enable states to give prevocational education preparation and basic skills development training in conjunction with business organizations and concerns. These programs can be targeted to inner-city youth, non-English speaking youth, and young people in areas of serious poverty.

The consumer and homemakers provision of the Perkins Act can be used to teach parenting and child development skills and basic academic skills to adults through the consumer and homemaker education programs. At least one state, Alaska, has utilized funds from this portion of the Perkins Act to fund model sites that are providing family literacy programs for teenage parents. Funds have also been used to provide staff development workshops for vocational teachers, adult education staff, and school guidance counselors who are working toward development of family literacy programs.

The Perkins Act allows the states to use funding for three important components of intensive family literacy models: basic academic skills; parent education skills; and pre-employment or vocational instruction.

Contact the local employment services office for information about services available to parents in family literacy programs.

Bilingual Education Act

Several provisions of the Bilingual Education Act can be used to assist youths and adults who have limited proficiency in English. Adult education programs for parents are permitted when they supplement programs for children whose English is limited. Sums are comparatively small, however, and are routed directly from the federal government to local school districts through a process of competitive applications. Literacy projects, therefore, must work closely with local school districts to tailor their programs to the needs of the population if they are to qualify for funds available to the school through this act.

Domestic Volunteer Service Act

The Domestic Volunteer Service Act of 1973 authorized the creation of Volunteers in Service to America (VISTA). VISTA's mandate was to "eliminate and alleviate poverty and its related problems in the United States (Federal Register, 56(53)." VISTA enlists volunteers for year-long service in a variety of projects.

Amendments to the Domestic Volunteer Service Act in 1986 (PL 99-551) directed VISTA to address the area of literacy through creation of the VISTA Literacy Corps. Literacy Corps grants awarded in 1991 targeted the following areas:

- literacy projects which provide comprehensive services to curb the intergenerational transfer of illiteracy within low-income families by instructing parents and children together;
- literacy projects which focus on overcoming employment barriers by providing the unemployed and marginally employed with occupational literacy skills which make them more competetive within the labor force;

- literacy projects which provide English as a Second Language (ESL) to legalized aliens as well as those seeking amnesty under the Immigration Reform and Control Act of 1986;
- literacy projects which concentrate on preventive educational training for potential school dropouts and other low-income young adults who may be "educationally at risk;"
- literacy projects which focus on the rehabilitation of offenders and ex-offenders by providing literacy training to incarcerated and formerly incarcerated adults with low-level reading skills.

Wagner Peyser Discretionary Program 7(b)

This is the governor's 10% set-aside to cover services for groups with special needs. It is administered by the employment services agency, which is outside the realm of social services staff, and so is often an available source of funds for serving teen-aged fathers and teaching parental responsibility, i.e., parenting. Other types of services addressed by this program include occupational assessment, job search training, and job referral.

Targeted Jobs Tax Credit

The Targeted Jobs Tax Credit is a federal tax credit available to employers who hire an individual from an eligible population. Persons 18 to 22 years of age, general assistance recipients, disadvantaged youth participating in cooperative education programs, AFDC recipients, and summer youth are included. The program is very flexible and when combined with an appropriation of state money for administration has potential for becoming a very important part of a state's campaign for adult literacy.

Library Services and Construction Act (Titles I and VI)

The Library Literacy Program awards grants to state and local public libraries. Funds are used to develop, coordinate, and carry out library programs that work to raise the literacy level of low literate adults. Funds are also used for the development of literacy materials. Funding for 1991 and 1992 will remain constant at $8 million for each of the two years.

Grants are awarded up to a maximum amount of $35,000. For information about applying for library literacy grants, contact:

Ray Fry, Director
Library Literacy Programs
Office of Educational Research and Improvement
555 New Jersey Ave., NW
Washington, DC 20206

The US Department of Education has published a report describing library literacy programs that received funding through Title VI of this act. Copies of the report, Library Literacy Programs: Analysis of Funded Projects, 1989 (stock no. 065-000-00421-6), are available for $2.25 from:

Superintendent of Documents
US Government Printing Office
Washington, DC 20402-9325

The US Department of Education has awarded a grant to study the development of family literacy programs in public libraries. The study began on September 1, 1991 and is expected to be completed August 31, 1992. For more information, contact:

Debra Wilcox Johnson
School of Library and Information Studies
University of Wisconsin-Madison
600 North Park Street
Madison, WI 53706
608-263-9404

Library literacy funding was one of the topics of the 1991 White House Conference on Library and Information Services, held in July of 1991. A description of the 97 recommendations adopted at the conference is presented in the conference's August, 1991 newsletter, Discovery. Also included in that newsletter is information about ordering video and audio tapes of the conference. For more information, contact:

Jean M. Curtis, Executive Director
The White House Conference on Library and Information Services
1111 18th Street, NW Suite 302
Washington, DC 20036
202-254-5100

Other Public Funds

Numerous other funds may be made available through arrangements with the agencies charged with their administration. It is important to understand how eligibility and service requirements are worded and structured by particular agencies when applying for funding. Such funds may come from the following sources:

Department of Employment Services

The U.S. Department of Labor supports a national network of employment services offices. These local offices offer services to both employers and unemployed persons. Employers submit job orders to the employment services office specifying the types of jobs they want to fill and qualifications required of applicants. Job applicants, on the other hand, can obtain job counseling and other services, usually on a walk-in basis at the local office. The employment services office helps fill the employment needs of the community by matching applicants with available jobs.

Food Stamp Programs

The Food Stamp Employment Program was established to address clients' needs for education, training, and job placement. Design and implementation of the program vary from state to state. In Kentucky, for example, the program serves as a referral center. Clients with education needs are referred to local adult education providers. Those with training and vocational needs are referred to local employment services offices.

The food stamp office is a good place to recruit new students for family literacy programs. For families already enrolled in a program, funds are available to provide breakfast and lunch for parents and children while they are at school. Eligibility requirements include: gross household income below 130% of poverty level and liquid assets less than $3000. Local welfare agencies certify eligible families and control the issuing of food stamps.

Medical Assistance - Medicaid

All AFDC and SSI recipients are eligible for medical care under this program. States have the discretion to cover other groups.

Medical Assistance Program - Medicaid Waivers

There are no definite guidelines for this program. Each state can design its own demonstration project and apply for a waiver of its state Medicaid plan in order to carry out the demonstration in one or more pilot sites. "Programs for disabled children of teens up to three years old," was one waiver that was approved.

Community Services Block Grants

The purpose of these grants is to provide services for families with incomes below the federally defined poverty level. Employment, education, and nutrition are among the services that can be funded under this program. Funds are distributed in the form of block grants to states, and are allocated to by the states to local agencies. At least 90% of these funds must be distributed to community action agencies. Other programs include:

Juvenile Justice and Delinquency Prevention

Foster Grandparents

Child Welfare

Child Support Enforcement Grant

Foster Care and Protective Services

Native American Programs

Special Supplemental Food Program for Women, Infants and Children (WIC)

Community Health Care Centers and Local Health Departments

Family Planning (Title X)

Maternal and Child Health Services Block Grant

Alcohol and Drug Abuse and Mental Health Services Block Grant

Private Sector Grants

Private foundations and corporations can be important sources of funding for family literacy programs. Funding decisions are typically based upon the funders' interests in the programs. Find out if this is the type of activity they normally fund. Funders also make decisions based on the location of the programs. It helps if the program will be located in geographic areas foundations serve or is near one of the corporate sponsor's facilities.

In this section, foundation support for literacy will be described. Information about how to locate and contact foundations will be presented. Corporate contributions to literacy programs will be discussed. Later in this handbook, strategies for securing private funds for family literacy programs will be presented.

The Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation for Family Literacy was established in March, 1989. Its stated mission is: to establish literacy as a value in every family in America by helping parents understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject; and to break intergenerational cycle of illiteracy by supporting the development of literacy programs that build families of readers.

The foundation pursues its mission through: identification of successful family literacy programs; awarding grants to establish family literacy programs; providing seed money for community planning of interagency family literacy programs; supporting training and professional development for teachers; encouraging recognition of volunteers, educators, students, and effective programs; and publishing materials that document effective programs.

The foundation awarded its first group of family literacy grants in the fall of 1990. Thirteen new programs are being funded in 1991. It is anticipated that approximately ten new programs will be funded in succeeding years. To receive information about funding, and to be placed on the mailing list to receive requests for proposals (RFP's) from the foundation, write to:

Elizabeth McManis
The Barbara Bush Foundation for Family Literacy
1002 Wisconsin Ave., NW
Washington, DC 20007
202-338-2006

Other Foundations

There are over 24,000 grantmaking foundations in the United States. Information about these foundations is organized and disseminated by the Foundation Center. The center publishes this information in several forms:

National Data Book. This book contains the names and addresses for all grantmaking foundations in the United States. It can be used to locate foundations in a particular state or city. Employer Identification Numbers for foundations are also listed, which can be used to obtain fiscal information about foundations in the form of IRS reports. This book is published annually.

Foundation Directory. This directory lists foundations that have assets of $1 million or more, and whose grants total at least $100,000. Detailed information is provided about the foundations' purpose, resources, and restrictions on grants. The directory is useful for identifying large foundations whose interests match your particular program and for obtaining information about application procedures and deadlines.

Source Book Profiles. This book lists the 1,000 foundations who have awarded the largest amounts in grants in the United States. In addition to information about foundations' assets, interests, and funding restrictions, the book provides analyses of the foundations' funding patterns. A list of sample grants is also included. This book provides the most detailed information about the grant application process with identified large foundations. This book is published biannually, in odd years, with a supplement published in even years.

Grants Index. This index lists grants of $5000 or more. Information about funder, recipient, grant amount and duration, and any restrictions on the grant is provided. The index is useful for locating grantmaking foundations with a particular area of interest and for identifying recipients of grants in a particular locality. It is published annually and is updated bimonthly with supplements.

These materials are available in reference collections maintained by community colleges, universities, and many large city public libraries. The reference collections frequently contain sets of IRS returns (Form 990-PF) for foundations found in the local region. Reference collections in New York and Washington, DC, contain a complete set of this information for foundations nationally.

The following pages describe in more detail the resource guides published by the Foundation Center, and present a listing of information centers that maintain collections with this information. Those pages are reprinted with permission from the Foundation Center, New York, NY, 1990.

The Foundation Center
79 5th Avenue
New York, New York
800-424-9836

Corporate Donors

Fortune magazine surveyed the Fortune 500 and Service 500 companies concerning their contributions to education. Results of the survey were reported in a special issue of *Fortune* (Spring, 1990). Of the 305 companies responding to the survey, 78% contributed money to public schools. These contributions ranged from $1 million or more (18% of the contributors) to those giving less than $100,000 (41% of the contributors). Where most of the money in the past was given to high schools and colleges, there is now a growing trend to contribute more to elementary and middle school programs.

Corporations are involved in a variety of projects that could complement a family literacy program. Time Warner's "Time to Read" program, for example, provides free subscriptions to current magazines and reading tutors from local cooperating companies. The magazines could be used as materials for reading lessons in adult education classrooms and could be taken home to share with other family members. Tutors could supplement instruction being provided by adult educators.

Toyota Motor Corporation provided direct funding to the National Center for Family Literacy to support the establishment of Toyota Families for Learning programs in five selected cities. This grant served as a catalyst for the commitment of local funding through collaborative efforts in each of the five cities selected to participate in the project. The Minolta Corporation sponsored a national ad campaign to raise money for Center initiatives. On the specified day Minolta contributed $2 to the National Center for Family Literacy for every cold call made by a sales representative of an authorized Minolta dealer. (A cold call is a sales visit made to a potential customer who has not been previously qualified by direct mail, telemarketing, advertising coupons or other means.) In turn dealers were encouraged to match funds. This campaign raised approximately $34,000.

Other companies are involved in dropout prevention programs. While their current efforts are targeted toward middle and high school students, these companies may be open to proposals from family literacy programs who can demonstrate that their efforts help prevent children from later dropping out of school.

The Business Council for Effective Literacy (BCEL) publishes a newsletter that tracks literacy activities in the business community. The July, 1990, issue, for example, describes over 20 companies' financial and in-kind contributions in the area of literacy. Basic skills programs for employees at 11 companies are also described in that issue.

BCEL has also developed a 54 page resource, "Make It Your Business: A Corporate Fundraising Guide for Literacy Programs." It provides an introduction to the corporate giving environment and guidelines to raising corporate funds for literacy programs. The guide contains instructions for completing corporate grant proposals.

Business Council for Effective Literacy
1221 Avenue of the Americas--35th Floor
New York, NY 10020
212-512-2415/2412

Information about current corporate giving can be obtained through several sources. The Directory of Corporate Philanthropy describes funding provided by the top 500 corporations in the United States:

The Directory of Corporate Philanthropy
Public Management Institute
358 Brannan NW
San Francisco, CA 94107
415-896-1900

Corporate Foundation Profiles provides detailed information about the 234 largest corporate givers as well as brief descriptions of 701 corporations whose foundations provide major sources of funding:

Corporate Foundation Profiles
The Foundation Center
79 Fifth Avenue
New York, NY 10003
800-424-9836

The Taft Giving Directory also tracks corporations who are major funders of grants. Addresses for these three information guides are given below.

The Taft Corporate Giving Directory
The Taft Group
5130 Marathon Boulevard
Washington, DC 20016
202-966-7086

Helpful Hints on Using
Key Foundation Center Reference Books

Title	**National Data Book**	**Foundation Directory**	**Source Book Profiles**
Covers	All currently active U.S. grantmaking private foundations (approx. 30,000) community foundations (approx. 250) & private operating non-grantmaking foundations (approx. 1,500)	Foundations with assets of $1 million or more or whose total grants are at least $100,000 (approx. 6,600)	The 1,000 largest U.S. foundations by total grants awarded
Entries Include	Foundation name & address Principal officer Fiscal data, total assets, gifts received, grants paid & expenditures Indicates foundation type, availability of annual report & in what other Center publication entries appear	Foundation name, address & phone number All officers & directors & number of staff Establishment date, donors, & purpose statement; limitation statement noting program & geographic restrictions, & types of support awarded Total assets, gifts received, expenditures, grants paid, high & low grant amount, matching gifts, scholarships, loans & operating programs Brief grant application information, including board meeting dates, deadlines & contact person Publications list	Foundation name, address, phone number & contact person All officers, directors, key program staff & number of staff Establishment date, donors, historical & general background Detailed purpose & limitations statement Total assets, gifts received, expenditures, grants paid, high & low grant amount, matching gifts, scholarships, loans, operating programs & total grants approved for future payment In-depth analysis of current grants & grantmaking patterns & list of sample grants Foundation publications Full application policies & procedures including funding cycle, board meeting dates & deadlines
Arrangement	State, then in descending order by grants paid	State, then alphabetical by name	Alphabetical by name
Indexes	Foundation name (alphabetical)	Foundation name Subject (noting local & national focus) City & state location (with cross-reference to focus of giving) Donor & trustee names Type of support	Foundation name Subject (noting local & national focus) City & state location & focus of giving Type of support
Frequency & Format	Annual in 2 vols.	Annual	Quarterly cumulated vols.; each annual cumulation covers 500 foundations
Primary Uses	To locate foundations in particular state or city To obtain address, key officer, or brief fiscal data on smaller foundations To obtain Employer Identification Number of a foundation to order copies of its IRS return (Form 990-PF)	To identify larger foundations by state, subject interest, or geographic focus To obtain more detailed information on giving interests & restrictions, application guidelines, or names of officers & directors	To identify large foundations by subject or geographical focus of giving To obtain most detailed information on giving interest, restrictions, background & application procedures for largest foundations

THE FOUNDATION CENTER

BEST COPY AVAILABLE

Helpful Hints (cont.)

Title	Foundation Grants Index	Foundation Grants to Individuals	National Directory of Corporate Giving
Covers	Grants of $5,000 or more awarded by major U.S. foundations (approx. 450 foundations)	Foundations making grants to individuals of at least $2,000 a year; the foundation itself must select recipients of the awards	Corporate charitable activity, including corporate/direct (nonfoundation) giving programs (approx. 475) and company-sponsored or corporate foundations (approx. 1,300)
Entries Include	Foundation name (address in appendix) Brief limitation statement noting program or geographic restrictions Complete list of grants of $5,000 & over noting recipient name & location, grant amount, duration & purpose Indicates availability of annual report	Foundation name, address, telephone number Name & title of contact person Limitations and restrictions Financial information, including assets, total amount of giving, subtotal for gifts to individuals, number of gifts to individuals Application information, including deadlines, whether or not interviews or completion of application forms required Publications list When available, detailed descriptions of awards, including purpose, duration & conditions under which they are awarded	Name of sponsoring company, city & state headquarters, description of business activities Financial profile Principal corporate officers, subsidiaries, divisions, plants Name of foundation or corporate/direct giving program, address & telephone number Officers, directors, or administrators Purpose statement, limitations statement noting program & geographic restrictions, types of support awarded Grants paid, high & low amounts, matching gifts, gifts to individuals, loans, operating programs & in-kind gifts Grant application information Publications list
Arrangement	State, then alphabetical by foundation name	By type of award, categories include educational, general welfare, arts & culture awards, grants to foreign individuals, awards by nomination, company employee grants for education & for general welfare	Alphabetical by name of sponsoring company
Indexes	Subject (detailed key words) Broad subject divided by recipient state location Recipient names Recipient category/type of support	Index of foundations, subject index, types of support index, geographic focus index, company name index for employees of specific companies, index of specific educational institutions for grants to individuals who must attend specific institutions	Indexes of officers, donors & trustees; geographic index by state & city, listing locations of corporate headquarters, subsidiaries, plants, foundations & corporate giving programs; type of business index; corporation, corporate giving program & foundation index; type of support index; subject index.
Frequency & Format	Annual supplemented by quarterly listings; listings of grants in special subject areas or geographic location also available through COMSEARCH print outs	Biennial	Biennial
Primary Uses	To identify foundations by specific subject areas, types of recipients & geographic areas where they have made grants To examine the current funding interests of particular foundations To identify nonprofit organizations receiving grants in a particular subject or geographic area	To identify foundations that award grants to individuals by state, funding interest; to obtain more detailed information on foundation programs for individuals	To identify company-sponsored foundations & direct corporate giving programs by location, funding interests & business activity of sponsoring company To obtain more detailed information on giving interests & restrictions, application guidelines, or names of program administrators

THE FOUNDATION CENTER COOPERATING COLLECTIONS NETW[illegible]

Free Funding Information Centers

The Foundation Center is an independent national service organization established by foundations to [illegible] information on private philanthropic giving. The New York, Washington, DC, Cleveland and San Francisco [illegible] by the Foundation Center offer a wide variety of services and comprehensive collections of information on founda[illegible] Collections are libraries, community foundations and other nonprofit agencies that provide a core collection of Foundation Center [illegible] and a variety of supplementary materials and services in areas useful to grantseekers. The core collection consists of:

Foundation Directory	Foundation Grants to Individuals	National Directory of Corporate [illegible]
Foundation Fundamentals	Literature of the Nonprofit Sector	Source Book Profiles
Foundation Grants Index	National Data Book of Foundations	

Many of the network members have sets of private foundation information returns (IRS 990-PF) for their state or region [illegible] available for public use. A complete set of U.S. foundation returns can be found at the New York and Washington, DC offices of [illegible] Foundation Center. The Cleveland and San Francisco offices contain IRS 990-PF returns for the midwestern and western states, respectively. Those Cooperating Collections marked with a bullet (•) have sets of private foundation information returns for their state or region.

Because the collections vary in their hours, materials and services, IT IS RECOMMENDED THAT YOU CALL EACH COLLECTION IN ADVANCE. To check on new locations or more current information, call 1-800-424-9836.

Reference Collections Operated by the Foundation Center

The Foundation Center
8th Floor
79 Fifth Avenue
New York, NY 10003
212-620-4230

The Foundation Center
Room 312
312 Sutter Street
San Francisco, CA 94108
415-397-0902

The Foundation Center
1001 Connecticut Avenue, NW
Washington, DC 20036
202-331-1400

The Foundation Center
Kent H. Smith Library
1442 Hanna Building
Cleveland, OH 44115

ALABAMA

• Birmingham Public Library
Government Documents
2100 Park Place
Birmingham 35203
205-226-3600

Huntsville Public Library
915 Monroe St.
Huntsville 35801
205-532-5940

University of South Alabama
Library Reference Dept.
Mobile 36688
205-460-7025

• Auburn University at
Montgomery Library
I-85 at Taylor Rd.
Montgomery 36193-0401
205-271-9649

ALASKA

• University of Alaska
Anchorage Library
3211 Providence Drive
Anchorage 99508
907-786-1848

Juneau Public Library
292 Marine Way
Juneau 99801
907-586-5249

ARIZONA

• Phoenix Public Library
Business & Sciences Dept.
12 East McDowell Road
Phoenix 85257
602-262-4636

• Tucson Public Library
101 N. Stone Ave.
Tucson 85726-7470
602-791-4393

ARKANSAS

• Westark Community College
Library
5210 Grand Avenue
Fort Smith 72913
501-785-7000

• Central Arkansas Library System
Reference Services
700 Louisiana Street
Little Rock 72201
501-370-5950

CALIFORNIA

• Peninsula Community
Foundation
1204 Burlingame Avenue
Burlingame 94011-0627
415-342-2505

• Orange County Community
Developmental Council
1695 W. MacArthur Blvd.
Costa Mesa 92626
714-540-9293

• California Community Foundation
Funding Information Center
3580 Wilshire Blvd., Suite 1660
Los Angeles 90010
213-413-4042

• Community Foundation for
Monterey County
420 Pacific Street
Monterey 93942
408-375-9712

Riverside Public Library
3581 7th Street
Riverside 92501
714-782-5201

California State Library
Reference Services, Rm. 301
914 Capitol Mall
Sacramento 95814
916-322-4570

• San Diego Community
Foundation
525 "B" Street, Suite 410
San Diego 92101
619-239-8815

• Nonprofit Development
1762 Technology Dr., Suite 225
San Jose 95110
408-452-8181

California Community
Foundation
Volunteer Center of Orange
County
1000 E. Santa Ana Blvd.
Santa Ana, CA 92701
714-953-1655

• Santa Barbara Public Library
40 East Anapamu
Santa Barbara 93101-1603
805-962-7653

Santa Monica Public Library
1343 Sixth Street
Santa Monica 90401-1603
213-458-8859

COLORADO

Pikes Peak Library District
20 North Cascade Avenue
Colorado Springs 80901
719-473-2080

• Denver Public Library
Sociology Division
1357 Broadway
Denver 80203
303-571-2190

CONNECTICUT

Danbury Public Library
170 Main Street
Danbury 06810
203-797-4527

• Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203-293-6000

D.A.T.A.
25 Science Park
Suite 502
New Haven 06511
203-786-5225

DELAWARE

• University of Delaware
Hugh Morris Library
Newark 19717-5267
302-451-2965

FLORIDA

Volusia County Library Center
City Island
Daytona Beach 32014-4484
904-255-3765

Nova University
Einstein Library—Foundation
Resource Collection
3301 College Avenue
Fort Lauderdale 33314
305-475-7497

Indian River Community College
Learning Resources Center
3209 Virginia Avenue
Fort Pierce 34981-5599
407-468-4757

• Jacksonville Public Libraries
Business, Science & Documents
122 North Ocean Street
Jacksonville 32206
904-630-2665

• Miami-Dade Public Library
Humanities Department
101 W. Flagler St.
Miami 33130
305-375-2665

• Kansas City Public Library
311 East 12th Street
Kansas City 64106
816-221-9650

• Metropolitan Association for
Philanthropy, Inc.
5585 Pershing Avenue
Suite 150
St. Louis 63112
314-361-3900

• Springfield-Greene County
Library
397 East Central Street
Springfield 65801
417-866-4636

MONTANA

• Eastern Montana College Library
1500 N. 30th Street
Billings 59101-0298
406-657-1662

• Montana State Library
Reference Department
1515 E. 6th Avenue
Helena 59620
406-444-3004

NEBRASKA

• University of Nebraska
106 Love Library
14th & R Streets
Lincoln 68588-0410
402-472-2848

• W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha 68102
402-444-4826

NEVADA

• Las Vegas-Clark County Library
District
1401 East Flamingo Road
Las Vegas 89119-6160
702-733-7810

• Washoe County Library
301 South Center Street
Reno 89501
702-785-4012

NEW HAMPSHIRE

• New Hampshire Charitable Fund
One South Street
Concord 03302-1335
603-225-6641

NEW JERSEY

Cumberland County Library
800 E. Commerce Street
Bridgeton 08302-2295
609-453-2210

The Support Center
17 Academy Street, Suite 1101
Newark 07102
201-643-5774

County College of Morris
Masten Learning Resource
Center
Route 10 and Center Grove Rd.
Randolph 07869
201-361-5000 ext. 470

• New Jersey State Library
Governmental Reference
185 West State Street
Trenton 08625-0520
609-292-6220

NEW MEXICO

Albuquerque Community
Foundation
6400 Uptown Boulevard N.E.
Suite 500-W
Albuquerque 87105
505-883-6240

• New Mexico State Library
325 Don Gaspar Street
Santa Fe 87503
505-827-3827

NEW YORK

• New York State Library
Cultural Education Center
Humanities Section
Empire State Plaza
Albany 12230
518-473-4636

Suffolk Cooperative Library
System
627 North Sunrise Service Road
Bellport 11713
516-286-1600

New York Public Library
Bronx Reference Center
2556 Bainbridge Avenue
Bronx 10458
212-220-6575

Brooklyn in Touch
One Hanson Place
Room 2504
Brooklyn 11243
718-230-3200

• Buffalo and Erie County Public
Library
Lafayette Square
Buffalo 14202
716-858-7103

Huntington Public Library
338 Main Street
Huntington 11743
516-427-5165

Queens Borough Public Library
89-11 Merrick Boulevard
Jamaica 11432
718-990-0700

• Levittown Public Library
One Bluegrass Lane
Levittown 11756
516-731-5728

SUNY/College at Old Westbury
Library
223 Store Hill Road
Old Westbury 11568
516-876-3156

• Plattsburgh Public Library
15 Oak Street
Plattsburgh 12901
518-563-0921

Adriance Memorial Library
93 Market Street
Poughkeepsie 12601
914-485-3445

• Rochester Public Library
Business Division
115 South Avenue
Rochester 14604
716-428-7328

Staten Island Council on the Arts
One Edgewater Plaza, Rm. 311
Staten Island 10305
718-447-4485

• Onondaga County Public Library
at the Galleries
447 S. Salina Street
Syracuse 13202-2494
315-448-4636

• White Plains Public Library
100 Martine Avenue
White Plains 10601
914-682-4480

NORTH CAROLINA

• Asheville-Buncomb Technical
Community College
Learning Resources Center
340 Victoria Rd.
Asheville 28802
704-254-1921 x300

• The Duke Endowment
200 S. Tryon Street, Ste. 1100
Charlotte 28202
704-376-0291

Durham County Library
300 N. Roxboro Street
Durham 27702
919-560-0100

• North Carolina State Library
109 East Jones Street
Raleigh 27611
919-733-3270

• The Winston-Salem Foundation
229 First Union Bank Building
Winston-Salem 27101
919-725-2382

NORTH DAKOTA

• North Dakota State University
The Library
Fargo 58105
701-237-8886

OHIO

Stark County District Library
715 Market Avenue North
Canton 44702-1080
216-452-0665

• Public Library of Cincinnati and
Hamilton County
Education Department
800 Vine Street
Cincinnati 45202-2071
513-369-6940

Columbus Metropolitan Library
96 S. Grant Avenue
Columbus 43215
614-645-2590

• Dayton and Montgomery County
Public Library
Grants Information Center
215 E. Third Street
Dayton 45402-2103
513-227-9500 ext. 211

• [illegible]
[illegible]
[illegible]
325 Michigan Street
Toledo 43624
419-259-5245

Ohio University-Zanesville
Community Education and
Development
1425 Newark Road
Zanesville 43701
614-453-0762

OKLAHOMA

• Oklahoma City University Library
2501 North Blackwelder
Oklahoma City 73106
405-521-5072

• Tulsa City-County Library System
400 Civic Center
Tulsa 74103
918-596-7944

OREGON

• Pacific Non-Profit Network
Grantsmanship Resource Library
33 N. Central, Ste. 211
Medford 97501
503-779-6044

• Multnomah County Library
Government Documents Room
801 S.W. Tenth Avenue
Portland 97205-2597
503-223-7201

Oregon State Library
State Library Building
Salem 97310
503-378-4274

PENNSYLVANIA

Northampton Community College
Learning Resources Center
3835 Green Pond Road
Bethlehem 18017
215-861-5360

• Erie County Public Library
3 South Perry Square
Erie 16501
814-451-6927

• Dauphin County Library System
101 Walnut Street
Harrisburg 17101
717-234-4961

Lancaster County Public Library
125 North Duke Street
Lancaster 17602
717-394-2651

• The Free Library of Philadelphia
Logan Square
Philadelphia 19103
215-686-5423

• University of Pittsburgh
Hillman Library
Pittsburgh 15260
412-648-7722

Economic Development Council
of Northeastern Pennsylvania
1151 Oak Street
Pittston 18640
717-655-5581

• Orlando Public Library
Orange County Library System
101 E. Central Blvd.
Orlando 32801
407-425-4694

Selby Public Library
1001 Boulevard of the Arts
Sarasota 34236
813-951-5501

• Leon County Public Library
Funding Resource Center
1940 North Monroe Street
Tallahassee 32303
904-487-2665

Palm Beach County Community Foundation
324 Datura Street, Suite 340
West Palm Beach 33401
407-659-6800

GEORGIA

• Atlanta-Fulton Public Library
Foundation Collection—Ivan Allen Department
1 Margaret Mitchell Square
Atlanta 30303-1089
404-730-1900

HAWAII

• Hawaii Community Foundation
Hawaii Resource Room
212 Merchant Street
Suite 330
Honolulu 96813
808-599-5767

University of Hawaii
Thomas Hale Hamilton Library
2550 The Mall
Honolulu 96822
808-948-7214

IDAHO

• Boise Public Library
715 S. Capitol Blvd.
Boise 83702
208-384-4024

• Caldwell Public Library
1010 Dearborn Street
Caldwell 83605
208-459-3242

ILLINOIS

Belleville Public Library
121 East Washington Street
Belleville 62220
618-234-0441

• Donors Forum of Chicago
53 W. Jackson Blvd., Rm. 430
Chicago 60604
312-431-0265

• Evanston Public Library
1703 Orrington Avenue
Evanston 60201
312-866-0305

• Sangamon State University Library
Shepherd Road
Springfield 62794-9243
217-786-6633

INDIANA

• Allen County Public Library
900 Webster Street
Fort Wayne 46802
219-424-7241

Indiana University Northwest Library
3400 Broadway
Gary 46408
219-980-6582

• Indianapolis-Marion County Public Library
40 East St. Clair Street
Indianapolis 46206
317-269-1733

IOWA

• Cedar Rapids Public Library
Funding Information Center
500 First Street, SE
Cedar Rapids 52401
319-398-5145

Southwestern Community College
Learning Resource Center
1501 W. Townline Rd.
Creston 50801
515-782-7081, ext. 262

• Public Library of Des Moines
100 Locust Street
Des Moines 50308
515-283-4152

KANSAS

• Topeka Public Library
1515 West Tenth Street
Topeka 66604
913-233-2040

• Wichita Public Library
223 South Main
Wichita 67202
316-262-0611

KENTUCKY

Western Kentucky University
Helm-Cravens Library
Bowling Green 42101
502-745-6122

• Louisville Free Public Library
Fourth and York Streets
Louisville 40203
502-561-8617

LOUISIANA

• East Baton Rouge Parish Library
Centroplex Branch
120 St. Louis Street
Baton Rouge 70802
504-389-4960

• New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140
504-596-2580

• Shreve Memorial Library
424 Texas Street
Shreveport 71120-1523
318-226-5894

MAINE

• University of Southern Maine
Office of Sponsored Research
246 Deering Ave., Rm. 628
Portland 04103
207-780-4871

MARYLAND

• Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore 21201
301-396-5320

Carroll County Public Library
Government and Funding Information Center
50 E. Main St.
Westminster 21157
301-848-4250

MASSACHUSETTS

• Associated Grantmakers of Massachusetts
294 Washington Street
Suite 840
Boston 02108
617-426-2608

• Boston Public Library
666 Boylston St.
Boston 02117
617-536-5400

• Western Massachusetts Funding Resource Center
Campaign for Human Development
73 Chestnut Street
Springfield 01103
413-732-3175

• Worcester Public Library
Grants Resource Center
Salem Square
Worcester 01608
508-799-1655

MICHIGAN

• Alpena County Library
211 North First Avenue
Alpena 49707
517-356-6188

University of Michigan-Ann Arbor
209 Hatcher Graduate Library
Ann Arbor 48109-1205
313-764-1149

Battle Creek Community Foundation
One Riverwalk Centre
53 W. Jackson St.
Battle Creek 49017
616-962-2181

• Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn 48126
313-943-2330

• Wayne State University
Purdy-Kresge Library
5265 Cass Avenue
Detroit 48202
313-577-6424

• Michigan [illegible]
Libraries
Reference Library
East Lansing 48824- [illegible]
517-353-8818

• Farmington Community Library
32737 West 12 Mile Road
Farmington Hills 48018
313-553-0300

• University of Michigan-Flint Library
Reference Department
Flint 48502-2186
313-762-3408

• Grand Rapids Public Library
Business Dept.
60 Library Plaza NE
Grand Rapids 49503-309[illegible]
616-456-3600

• Michigan Technological University Library
Highway U.S. 41
Houghton 49931
906-487-2507

• Sault Ste. Marie Area Public Schools
Office of Compensatory Education
460 W. Spruce St.
Sault Ste. Marie 49783-1874
906-635-6619

MINNESOTA

• Duluth Public Library
520 W. Superior Street
Duluth 55802
218-723-3802

Southwest State University Library
Marshall 56258
507-537-7278

• Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401
612-372-6555

Rochester Public Library
11 First Street, SE
Rochester 55902-3743
507-285-8002

St. Paul Public Library
90 West Fourth Street
Saint Paul 55102
612-292-6307

MISSISSIPPI

Jackson/Hinds Library System
300 North State Street
Jackson 39201
601-968-5803

MISSOURI

• Clearinghouse for Mid[illegible] Foundations
Univ. of Missouri
Law School, Suite [illegible]
52nd Street and Oak
Kansas City 64 [illegible]
816-27[illegible]

RHODE ISLAND

• Providence Public Library
Reference Department
150 Empire Street
Providence 02903
401-521-7722

SOUTH CAROLINA

• Charleston County Library
404 King Street
Charleston 29403
803-723-1645

• South Carolina State Library
Reference Department
1500 Senate Street
Columbia 29211
803-734-8666

SOUTH DAKOTA

• South Dakota State Library
800 Governors Drive
Pierre 57501-2294
605-773-5070
800-592-1841 (SD residents)

Sioux Falls Area Foundation
141 N. Main Ave., Suite 500
Sioux Falls 57102-1134
605-336-7055

TENNESSEE

• Knoxville-Knox County Public Library
500 West Church Avenue
Knoxville 37902
615-544-5750

• Memphis & Shelby County Public Library
1850 Peabody Avenue
Memphis 38104
901-725-8877

• Public Library of Nashville and Davidson County
8th Ave. N. and Union St.
Nashville 37203
615-259-6256

TEXAS

• Community Foundation of Abilene
Funding Information Library
708 NCNB Bldg.
402 Cypress
Abilene 79601
915-676-3883

Amarillo Area Foundation
70 1st National Place I
800 S. Fillmore
Amarillo 79101
806-376-4521

• Hogg Foundation for Mental Health
University of Texas
Austin 78713
512-471-5041

• Corpus Christi State University Library
6300 Ocean Drive
Corpus Christi 78412
512-994-2608

• Dallas Public Library
Grants Information Service
1515 Young Street
Dallas 75201
214-670-1487

• Pan American University
Learning Resource Center
1201 W. University Drive
Edinburg 78539
512-381-3304

• El Paso Community Foundation
1616 Texas Commerce Building
El Paso 79901
915-533-4020

• Texas Christian University Library
Funding Information Center
Ft. Worth 76129
817-921-7664

• Houston Public Library
Bibliographic Information Center
500 McKinney Avenue
Houston 77002
713-236-1313

• Lubbock Area Foundation
502 Texas Commerce Bank Building
Lubbock 79401
806-762-8061

• Funding Information Center
507 Brooklyn
San Antonio 78215
512-227-4333

UTAH

• Salt Lake City Public Library
Business and Science Dept.
209 East Fifth South
Salt Lake City 84111
801-363-5733

VERMONT

• Vermont Dept. of Libraries
Reference Services
109 State Street
Montpelier 05602
802-828-3268

VIRGINIA

• Hampton Public Library
Grants Resources Collection
4207 Victoria Blvd.
Hampton 23669
804-727-1154

• Richmond Public Library
Business, Science, & Technology
101 East Franklin Street
Richmond 23219
804-780-8223

• Roanoke City Public Library System
Central Library
706 S. Jefferson Street
Roanoke 24014
703-981-2477

WASHINGTON

• Seattle Public Library
1000 Fourth Avenue
Seattle 98104
206-386-4620

• Spokane Public Library
Funding Information Center
West 906 Main Avenue
Spokane 99201
509-838-3364

WEST VIRGINIA

• Kanawha County Public Library
123 Capitol Street
Charleston 25304
304-343-4646

WISCONSIN

• University of Wisconsin-Madison
Memorial Library
728 State Street
Madison 53706
608-262-3242

• Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee 53233
414-288-1515

WYOMING

• Laramie County Community College Library
1400 East College Drive
Cheyenne 82007-3299
307-778-1205

AUSTRALIA

ANZ Executors & Trustees Co. Ltd.
91 William St., 7th floor
Melbourne VIC 3000
03-648-5764

CANADA

Canadian Centre for Philanthropy
74 Victoria Street, Suite 920
Toronto, Ontario M5C 3A5
416-368-1138

ENGLAND

Charities Aid Foundation
18 Doughty Street
London WC1N 2PL
01-831-7798

JAPAN

Foundation Center Library of Japan
Elements Shinjuku Bldg. 3F
2-1-14 Shinjuku, Shinjuku-ku
Tokyo 160
03-350-1857

MEXICO

Biblioteca Benjamin Franklin
American Embassy, USICA
Londres 16
Mexico City 6, D.F. 06600
905-211-0042

PUERTO RICO

University of Puerto Rico
Ponce Technological College Library
Box 7186
Ponce 00732
809-844-4150

Universidad Del Sagrado Corazon
M.M.T. Guevarra Library
Correo Calle Loiza
Santurce 00914
809-728-1515 ext. 357

U.S. VIRGIN ISLANDS

University of the Virgin Islands
Paiewonsky Library
Charlotte Amalie
St. Thomas 00802
809-828-3261

THE FOUNDATION CENTER AFFILIATES PROGRAM

As participants in the Cooperating Collections Network, affiliates are libraries or nonprofit agencies that provide fundraising information or other funding-related technical assistance in their communities. Affiliates agree to provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, offering free funding research guidance to all visitors. Many also provide a variety of special services for local nonprofit organizations using staff or volunteers to prepare special materials, organize workshops, or conduct library orientations.

The Foundation Center welcomes inquiries from agencies interested in providing this type of public information service. [illegible] interested in establishing a funding information library for the use of nonprofit agencies in your area or in learning more about the [illegible] we would like to hear from you. For more information, please write to: Anne J. Borland, The Foundation Center, [illegible] New York, NY 10003

PART II

PUTTING TOGETHER A FUNDING PACKAGE

The previous section described a variety of funding sources. This section will describe ways to combine those funds to support family literacy programs. Examples of different types of funding packages will be presented. Following the description of funding packages, and advice on maintaining positive relationships with funding agents, Section III will present specific suggestions for writing funding proposals.

What To Do First

A good place to start is with your state adult education department. They can tell you how federal monies are allocated in your state according to the state plan. They can put you on their request for proposal (RFP) list, so you receive notification of new grants to be awarded. Finally, they can tell you the contact persons in other areas of interest, such as early childhood, vocational, and community-based programs.

When developing your program model and goals, investigate the needs of your community. Target a need that is not being addressed by existing programs. Document the extent of the need and define the target group for your program.

Do a thorough job of investigating public funding before contacting private foundations. Foundations will want to know if your program can be funded through existing public programs so be prepared to demonstrate how foundation funding can complement public funding already in place.

Also, when talking with representatives of private foundations, articulate the need that your program addresses and be able to describe the scope of that need within your particular community. Don't assume that foundations already know the literacy needs of the community or how best to address them.

The same is true of corporate donors. Be able to articulate the need within your community, show that you have drawn upon available public resources, and then target the area of funding or services that corporate donations could provide.

Examples of Funding Packages

There are various ways to fund family literacy programs. Rarely is a program able to provide all of its funding from a single source. Six family literacy programs will be described below. The descriptions show how they have combined funding sources to support their programs. Further examples of how family literacy funding packages have been developed can be obtained by contacting the National Center for Family Literacy.

Sharon Darling, President
National Center for Family Literacy
401 South Fourth Avenue, Suite 610
Louisville, KY 40202
502-584-1133

Kenan Trust Family Literacy Project

The Kenan Charitable Trust funded seven family literacy programs in North Carolina and Kentucky as model sites from 1988-91. Based on the success of the initial three years, the sites continue to operate with partial funding from the Kenan Trust and major funding commitments from local school systems and an Even Start grant to one site in Louisville. These model sites offer an intensive program for parents and their preschool children. Parents and children attend school together three days a week. During the mornings, parents receive instruction in basic educational skills and parenting. The children attend a High/Scope preschool class nearby. Parents and children eat lunch together and participate in joint activities in the afternoons. This is followed by rest time for the children while the parents participate in a parent support group. The day usually ends with the parents volunteering in the school to establish a comfortable connection between parents and the school community.

While the Kenan Trust provided the bulk of the funding at the sites during the first three years, each program has drawn upon a variety of other sources of funding and services to expand their programs. Three of the programs are located in Louisville, KY, and are operated by the Jefferson County Public Schools. These programs have been able to expand their programs by using funds from Social Services and Social Insurance in the following ways:

- AFDC recipients can receive a child care allowance for child care for children in the program. In the case of the Kenan Trust Family Literacy Program, the payment is made to offset the cost of the preschool program. This payment enables money for expansion.
- Social Services pays child care costs for all children under the age of three so that their parents can attend the program with their three- or four-year-old youngsters. All participants in the program are eligible for this payment since any adult without a high school education and more than one child under the age of four falls into the high risk category. This funding aids greatly in recruitment, attendance, and program expansion.
- A special grant from the Department for Social Services has provided $27,500 to pay for the parent education part of the Kenan Trust Family Literacy Program thus enabling more sites to be established with the savings realized.
- The Department for Employment Services provides assessment, job counseling, and placement services for parents in the program as requested.
- Food stamp recipients enrolled in the program receive a $30.00 per month additional allowance as an incentive to participate in adult literacy/G.E.D. training.

Sharon Darling, President
National Center for Family Literacy
401 South 4th Avenue, Suite 610
Louisville, KY 40202

Toyota Families for Learning Program

The Toyota Families for Learning Program, funded through a $2 million grant from Toyota Motor Corporation, has given the National Center for Family Literacy an opportunity to increase the availability of family literacy programs to needy families across the country. The goals of this project reach well beyond the initial step of establishing three literacy programs based on the Kenan Trust Family Literacy Model in each of the five cities. Over a three-year period, each of the five selected cities selected will receive $225,000 in grant monies but need to secure additional funding to support this comprehensive program. By encouraging the participating cities to involve a variety of community agencies and organizations not only in the planning stages but throughout the project, the Toyota Families for Learning Program seeks to provide models of collaboration and cooperation that can be utilized by other communities using their existing resources. Each city offers an individual approach to collaboration which reflects the business personality of the sponsoring agency.

Atlanta, GA

In Atlanta the Toyota Families for Learning Program is sponsored by the Junior League of Atlanta, Inc., a charitable organization of women who are committed to improving their community through effective volunteer activities. The Junior League provides the leadership that has connected the program's collaborative partners who bring a wide variety of valuable resources and linkages to the project . Over the course of three years the Toyota Families for Learning program in Atlanta has over $1,170,000 pledged by community and state agencies to guarantee its financial stability. Partners in the program include the following agencies: Atlanta Public School System (providing facilities, two adult education teachers and partial salaries for principals, early childhood coordinator, and support staff); First Union National Bank of Georgia (funding), the Mayor's Office (community support), the State Department of Health and Human Resources (provides a social worker to serve family needs and annual physicals for the children enrolled); the Atlanta Urban League (recruitment support), the Georgia State University Center for the Study of Adult Literacy (research support), the Atlanta Housing Authority (recruitment), and the Exodus Cities in Schools program (facilities and partial salaries for personnel).

Pittsburgh, PA

Pittsburgh Public Schools is the sponsoring agency of the Toyota Families for Learning Program in that city. The Director of Early Childhood Education has provided the leadership in planning, program coordination, and community collaboration. Public and private partnership contributions totaling over $500,000 will be added to the Toyota funding to provide the means to accomplish the goals of the Pittsburgh program. Partners in the family literacy effort include: Adult Basic Education (providing adult education teachers); the Pittsburgh Partnership (JTPA-providing employment placement, job training and transportation); Title XX Child Care; Beginning with Books (instructional materials and training); Family Foundations; Literacy Consortium of Allegheny County (adult screening and testing, curriculum sharing, staff development, and technical assistance); Institute for Practice and Research of the University of Pittsburgh (research assistants); Department of Public Welfare/County Board of Assistance (job skills training and transportation); and the Public Housing Authority (space).

Richmond, VA

Coordinated by the Virginia Literacy Foundation, a not-for-profit endowment established in 1987 to coordinate and facilitate private literacy efforts throughout the state, Richmond's Toyota Families for Learning project will expand the city's existing efforts to meet the educational and socioeconomic needs of disadvantaged families. This program is building upon current services and resources and also establishing new partnerships among a variety of public and private organizations. The specific role of each collaborating organization has been integrated into the program as a whole, and the group of partners will be expanded as others are identified as having something to contribute to the program. Additional financial resources totaling over $480,000 have been contributed to this project thus far. Participating organizations and agencies include, among others: the Richmond Public Library (serving as neighborhood resources centers); the Virginia State Library and Archives (providing training for program staff); the Junior League of Richmond (providing volunteers to serve as teacher assistants); the Literacy Council of Metro Richmond (providing volunteers and technical assistance); the Greater Richmond Community Foundation (exploring additional funding proposals for the project); the United Way (agency coordination); Parents Anonymous (providing workshops and seminars related to parenting issues); the Virginia Family Literacy Task Force (assisting in results dissemination); and the Virginia Museum of Fine Arts, Richmond Parks and Recreation, and the Virginia Science Museum (providing family enrichment activities planned for six Saturdays).

Rochester, NY

Rochester's Toyota Families for Learning program represents another effort on the part of the Rochester City School District to expand and strengthen its leadership role in the education reform movement, the accomplishments of which have been recognized by the national education community and the national media. In coordinating the Toyota Families for Learning program, the District continues with the partnerships it has established and is developing additional resources to support the education of parents as well as children. More than $1.6 million has been committed by community and state agencies to support the program. The participating agencies include the following: the Department of Social Services (recruitment, meals, early childhood funding); Inter-Church Council (support for immigrants enrolled in this program) ; Mayor's Committee on Early Childhood Education (community network); American Association for Adult and Continuing Education (staff development); EPIC (Effective Parenting Information for Children will provide staff development); Western New York Child Care Council (staff development and consultation on licensing regulations); New York State Education Department of Life Management Bureau (curriculum support); Industrial Management Council (career planning); and Action for a Better Community (future expansion).

Tucson, AZ

Even though the Pima County Adult Education, a division of the Office of Pima County School Superintendent, submitted the application for Tucson's Toyota Families for Learning Program, a collaborative effort has been evident in this project from the beginning. Three separate educational organizations have come together for the first time to connect funding, services, and resources to serve the needs of families in a largely Hispanic population: Sunnyside Unified School District #12, Pima County Adult Education, a division of the Pima County Superintendent of Schools Office, and Child-Parent Centers which is the grantee for southeastern Arizona's Head Start Programs. To secure their partnership, a letter of agreement was signed by representatives of the three organization who meet regularly to discuss the program successes and respond to concerns. The letter states the understandings, commitments, and responsibilities of each of the partners to the SUNNYSIDE UP (Sunnyside School District United with Parents), the local title of the program. It also states what the program responsibilities are to each partner. Sunnyside Unified School District provides classroom space, part-time early childhood liaison, staff development, meals, local site personnel support. Pima County Adult Education is the fiscal agent and provides partial funding for salaries, classroom materials, and instructional and assessment materials. Child-Parent Centers supports salaries for early childhood teachers and co-teachers, meals, transportation, medical evaluations for children, classroom and playground equipment, and modular classrooms at two sites. Other contributing to the program include JTPA, DES, Pima County Economic Development Council, Tucson Community Foundation, and the Metropolitan Education Commission. This collaboration has generated more than $750.00 in contributions to insure the financial stability of the Sunnyside UP program.

Further information about the Toyota Families for Learning Program is available through the National Center for Family Literacy.

Avance

The Avance Parent-Child Education Program was begun in San Antonio, Texas, in 1973. Avance provides comprehensive community-based program services to high risk, predominantly Hispanic families. A parenting program provides community-based workshops as well as homebound programs. Basic and advanced literacy training is available for adults.

Funding for Avance comes from a variety of public and private sources: the city of San Antonio, United Way, the Texas Department of Human Services, private foundations, and individual contributions.

Mrs. Gloria G. Rodriguez, President
Avance Family Support and Education Program
301 South Frio Road
San Antonio, TX
512-270-4630

Parent Readers Program

The Parent Readers Program involves a series of workshops where parents learn strategies for reading books to their children. Read-aloud strategies, such as asking questions and asking the child to predict outcomes of stories, are demonstrated and modeled during the workshops.

The program relied on a variety of funding sources for its development. Foundation grants provided support for initial program development and development of curriculum. A combination of foundation grants, corporate grants, and a research grant from a local technical college have supported the delivery of services. Publishing companies have donated books that are used in the workshops and given to the participating families.

Ellen Goldsmith
Parent Readers Program
New York City Technical College
300 Jay Street
Brooklyn, NY 11201
718-260-5000

The information about Avance and the Parent Readers Program was drawn from a book published by The Barbara Bush Foundation for Family Literacy, First Readers. That book contains more detailed information about those and other family literacy programs:

Elizabeth McManis
The Barbara Bush Foundation for Family Literacy
1002 Wisconsin Ave., NW
Washington, DC 20007
202-338-2006

Waianae Family Literacy Program

The Waianae program is an adaptation of the Kenan Trust Family Literacy Project. Parents and children attend school together four days a week. Adults receive 10 hours of literacy instruction and children spend the same amount of time weekly in a Head Start classroom. Parents and children eat breakfast and lunch together, and participate in joint activities each school day.

A grant from The Barbara Bush Foundation for Family Literacy provides funding for an adult education teacher, partial funding for an early childhood assistant teacher, and for purchase of instructional materials and supplies. Funding for the early childhood program comes from Head Start. JTPA funding will provide pre-employment, vocational, and job training. Other in-kind donations are being made by local agencies.

Ms. Chris Jackson
Community Action Program
828 S. Beretania St. #202
Honolulu, HI 96813
808-832-2522

Family Tree Project

The Family Tree Project in the Mesa, AZ, Unified School District began in January of 1991. The project will establish intensive family literacy programs in 10 schools. The programs will include literacy classes for adults, preschool classes for children, and a parenting education component.

Funding for the Family Tree Project came from several sources. Five of the early childhood teacher positions were funded through Head Start and five were funded through Chapter I. School-based Chapter I funds were allocated for the early childhood assistant teachers' positions. Community education funds supported the adult teacher positions. Parent liaison positions were supported through state funds. The school district donated classroom space. Private foundation and local grants are being sought to extend the services offered by the project.

Marilyn Box
Family Tree Project
549 N. Stapley Dr.
Mesa, AZ 85203
602-898-7888

Funding Package Summary Sheet

Summarized below are the typical items included in a program budget and possible sources of funding for those items. In the following section of this guide, examples of program budgets will be presented. Those examples will show in more detail the items to include in a family literacy budget.

Personnel	
Adult Basic Education Teacher	(State or local ABE programs; state literacy funds; JTPA; JOBS)
Early Childhood Teacher	(Social insurance; social services programs; dropout prevention programs; Chapter I; Chapter II; Head Start)
Early Childhood Teaching Assistant	(JOBS; Head Start)
Transportation	(Existing school buses; public transportation allowance paid by JTPA and/or human resources agencies)
Classroom space	(In-kind donations from schools, corporations and community agencies)
Food Costs	(Federal school lunch program, administered through the Department of Agriculture)
GED Testing Fee	(Human resources agencies; JTPA)
Recruiting Costs	(Volunteer groups; social service agencies; JTPA; Adult Basic Education and/or literacy funds)
Materials	(May be purchased by the above sources as part of a program; community agencies; local business and corporate donations)

PART III

WRITING FUNDING PROPOSALS

The format for a funding proposal will be specified by the funding agency's request for proposals (RFP). While formats may vary for different requests, there is a core of information that is typically included in funding proposals. This section offers suggestions for presenting that information, provide a checklist for evaluating your funding proposal before submitting it, and give examples of budgets for family literacy programs.

Information to Include

The following information is typically requested for proposed projects: a one page summary of what the project is about; a description of the need for the services provided by the project; goals, objectives, and operational plan; description of staff, site, and resources; evaluation plan and procedures; and a budget. Some RFP's also ask for a plan for future funding of the project. Suggestions for addressing these topics are presented below.

Project Summary

Sometimes called the abstract, this is the first thing the funder reads. Decisions about whether to read the rest of the proposal may be made based on reading the abstract, so it must catch the reader's attention as well as inform. This section should provide summaries of the main points presented in the proposal. It should tell the reader what the project is about, why it is important, how it will be implemented, and with whom. Don't assume that readers will be familiar with specialized vocabulary or concepts. Present the summary in language that is easy to understand.

Introduction

This section provides a description of your organization. The focus here is to show how your organization has the personnel, experience, and capability to address problems that the funder thinks are important. To identify the interests of funders, review the proposals that they have funded in the past. The language and point of view presented in RFP's are other indicators of funders' interests.

Statement of Problem/Need for Services

What is the problem to be addressed by your proposed project? Be able to state the problem in a way that establishes the need for the type of project you are proposing. A proposal for a family literacy program, for example, would state the problem in terms of intergenerational cycles of disadvantage and undereducation.

After establishing the need for your type of program, focus on the geographic area that will be served by your program. How extensive is the problem there? Describe the services already in place that address the problem and how your program will serve needs not currently met by existing services. Also describe how your program will coordinate its efforts with existing services and document evidence of community support for your project.

Objectives

Objectives are the intended outcomes of the program. They should emerge from the needs you identified and should be the basis for developing the operational plan for the program. The objectives tell the funder what you intend to accomplish through the program and the plan tells how the program will achieve those outcomes.

Program objectives are also the basis for planning the budget and evaluation. Funders will examine the relationship between program objectives and the money requested to achieve those objectives. They will also look for consistency between the stated objectives and the proposed measures for evaluating program outcomes.

Operational Plan

The program's plan, or procedures for operation, should be stated separately from the program objectives. The plan specifies how the program will achieve the intended outcomes. It includes a list of personnel, resources, and program activities. Activities can be described by function or presented chronologically.

In a family literacy proposal, the plan would include the project director, teachers, coordinators, site location, geographic area to be served, and required resources. A listing of program activities might include: recruitment of families; induction process; types of services and how they will be provided; and how families will be prepared for exit from the program. Dates when the program starts and terminates will also be included in this section. Time frames are sometimes requested as a separate area in proposals. If not, then presenting one here helps convince the funder that you have a clear vision of how to achieve the program's objectives.

Staff

The program staff positions were listed as part of the operational plan. Use this section to help the funder picture a staff qualified to carry out the program plan. Briefly describe the experience and training of different staff members. Also include descriptions of in-kind services and expertise available from cooperating agencies in the community and consultants who will be involved with the program.

Site and Resources

The physical site and resources were also introduced in the operational plan. In this section, help the funder picture the setting for program implementation. In addition to budgeted items, describe resources and services that may be available without cost to the program. For example, family literacy programs are often housed in school buildings. Describe the library, computer lab, and other facilities that may be available to families who participate in the program. Also describe the services of physical education and art teachers who may be available to work with the program.

Evaluation

The evaluation plan outlines procedures for measuring the extent to which the program reached its intended outcomes. The connection between program objectives and the evaluation plan should be apparent to the reader of the proposal. There should be procedures for evaluating each of the objectives. Individuals who read the proposals may or may not be familiar with research terminology, so avoid technical terms. The important points here are to be consistent with program objectives, and convince the funder that the evaluation will provide the information with which to judge how well the program met its objectives.

In addition to describing the types of data that will be produced, the evaluation plan should also describe procedures for data analysis and the format for the evaluation report. The format for the report is determined by its target audience. Reports to policymakers, for example, would require a different level of specificity and focus than reports to grant administrators.

Budget

It was mentioned earlier that the program summary is the first thing a funder reads in a funding proposal. The second section they read is often the budget. The budget should appear reasonable when compared to the proposed outcomes for the program. There should be sufficient funding, and other in-kind services, to accomplish the program objectives. Administrative costs should be reasonable.

The program budget must conform to the guidelines set out by the funder. There may be limits on how large or how small the grants can be. There may be restrictions on the types of resources the grant money can be used for. For example, spending on equipment and furniture may be limited to a set percentage of the total grant amount. Finally, the funder may have restrictions that impact program implementation. For example, funders of family literacy programs may stipulate that the program be offered at no charge to participants.

The budget should be sufficiently detailed so that the funder can picture how different program components, described in the program plan, will be funded. Documentation of in-kind services should also be noted. For example, some form of transportation is required for many parents and children to attend family literacy programs. If they will ride public school buses, or receive free tickets to ride public transportation, note this in the budget. If it is something that will not be paid for by the family literacy program, the funder will expect documentation of this expense to be addressed in the budget.

Examples of budgets for family literacy programs will be presented later in this section. These budgets show two attributes that funders look for: they are presented within one or two pages, and they specify the origin of aggregate costs. For example, when describing the cost of an adult education teacher position, specify how much of the cost is salary, how much goes to pay for benefits, sick leave, etc. This allows the funder to determine whether the allocation for that position is reasonable.

Plan for Future Funding

Outline a long-range plan explaining how the project will continue operation after the proposed grant expires. Describe the proposed sources of funding and how several sources will be coordinated.

Checklist for Evaluating Proposals

This checklist addresses the areas typically included in proposals. It is worded in terms of a proposal for funding a family literacy program. Funders use similar checklists to evaluate proposals that are submitted to them.

Project Summary

1. Tells what the project is about ____
2. Tells why the project is important ____
3. Describes where the program will be implemented ____
4. Describes the target population ____

Introduction

1. Addresses funder's interests ____
2. Describes organization's qualifications, attributes ____

Statement of Problem/Need for Services

1. Clearly states the need for the proposed program ____
2. Describes geographic area to be served ____
3. Describes the target population ____
4. Projects the number of participants/families to be served ____
5. Lists other agencies, grants associated with this program ____

Objectives

1. Specifies the outcomes for the program ____
2. Are related to the need for the program ____
3. Address all components of the program ____
4. Are measurable ____
5. Indicate reasonable outcomes for this program ____

Operational Plan

1. Clearly related to the program objectives ______
2. Addresses all components of the program ______
3. General overview of site, staff, and resources ______
4. Describes plan for recruitment and selection of families ______
5. Describes an induction process ______
6. Describes strategies for retention of enrolled families ______
7. Describes a process for planning exit from program ______
8. Describes instructional methods for adults and children ______
9. Provides start-up, termination dates for grant ______

Staff

1. Describes staff positions ______
2. Staff have adequate training and experience ______
3. Consultants, volunteers have adequate training, experience ______

Site and Resources

1. Description of program site ______
2. Physical site is adequate ______
3. Site is available by start-up date for grants ______
4. Full description of resources provided by grant(s) ______
5. Full description of in-kind services, resources ______
6. Sufficient resources to carry out the project plan ______

Evaluation

1. Addresses all of the program objectives ______
2. Uses appropriate measures ______
3. Collects sufficient data to measure each outcome ______
4. Specifies format, target audience(s) for reports

Budget

1. Conforms to guidelines for funding ____
2. Costs are reasonable in relation to program objectives ____
3. Appropriate level of administrative costs ____
4. Documentation of in-kind contributions ____
5. Presents a full financial picture of the program ____

Plan for Future Funding

1. Specifies a plan for securing funding after grant terminates ____
2. Projected sources are potential funders of this program ____
3. Coordination among multiple funders is described (if applicable) ____

Budget Example #1

Personnel	
Adult Education Teacher (4 days a week) 7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Early Childhood Teacher (4 days a week) 7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Teacher Assistant (3.5 days a week) 7.5 hrs per day @ $7 per hr x 36 wks	6,615.00
Materials	
Adult Basic Education Materials	500.00
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ $50.00 each)	1,000.00
Equipment (Start-Up Cost)	
Adult Education (furniture and equipment)	3,000.00
Early Childhood (furniture and equipment)	5,500.00
Transportation	
108 days @ $2.00 per day x 30 (15 parents, 15 children)	6,480.00
Space Costs	
2 Standard Classrooms	Provided by School District
Food Costs	
108 days @ $3.25 per day x 15 adults Children receive free breakfast and lunch	5,265.00
GED Testing	
$10 per student x 7 students	70.00
Recruiting Cost	
One Teacher (for one month) 7.5 hrs per day @ $14 per hour x 21 days	2,205.00
Total	$61,875.00

Budget Example #2

Personnel	
Adult Education Teacher (4 days a week) 7 hrs per day @ $10 per hr x 36 wks	10,080.00
Early Childhood Teacher (full time)	30,000.00
Materials	
Adult Basic Education Materials	Provided by School District
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ $40 each)	800.00
Equipment (Start-Up Cost)	
Furniture and equipment supplied at no cost	Provided by School District
Transportation	
Parents and children ride school buses	Provided by School District
Space Costs	
2 Standard Classrooms	Provided by School District
Food Costs	
15 adults @ $2.00 per day x 108 days	3,240.00
15 children @ $1.50 per day x 108 days	2,430.00
GED Testing	
$10 per student x 7 students	70.00
Recruiting Cost	
One Teacher (one month) 7.5 hrs per day @ $14 per hr x 21 days	2,205.00
Total	$49,825.00

Budget Example #3

Personnel

Adult Education Teacher (4 days a week) 7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Early Childhood Teacher (4 days a week) 7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Teacher Assistant (3.5 days a week) 7.5 hrs per day @ $7 per hr x 36 wks	6,615.00

Materials

Parent Basic Education Materials	500.00
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ $50.00 each)	1,000.00

Equipment (Start-Up Cost)

Furniture and equipment supplied at no cost	Provided by School District

Transportation

Children ride the school bus at no cost to program 15 Adults @ $2.00 per day x 108 days	3,240.00

Space Costs

2 Standard Classrooms	Provided by School District

Food Costs

108 days @ $3.25 per day x 15 adults Children receive free breakfast and lunch	5,265.00

GED Testing

$10 per student x 7 students	70.00

Recruiting Cost

One Teacher (one month) 7.5 hrs per day @ $14 per hr x 21 days	2205.00
Total	$50,135.00

After You've Received Funding

Maintain contact with the funding director or project officer who is responsible for supervising your grant. Be proactive in your relationship. Demonstrate that you are competently administering the funds and that the funds are being used effectively to achieve program goals. Periodically brief your contact on your program's progress toward its goals, and be able to show growth since the last briefing.

Develop and maintain a detailed fiscal recording system. All expenditures should be documented with an invoice showing the amount of the expense, to whom it was paid, and the amount of the payment. Fiscal audits will disallow expenditures that are not documented properly. An article in the July-August, 1990, issue of *Nonprofit World* (v. 8, no. 4) by John Paul Dalsimer addresses how small organizations can maintain fiscal records. The article provides a checklist to evaluate whether your organization's records are "in order."

In addition to saving you auditing headaches, an efficient fiscal recording system is another way to communicate to your grant supervisor that you are competently managing the grant. A positive relationship with this person can make life much easier during the course of the grant and will establish a positive image for your organization for the next funding cycle.

PART IV

FOR ADDITIONAL INFORMATION

Project PLUS has developed an excellent half-hour videotape entitled, "Literacy: A Fund-Raising Primer." The tape presents a discussion by four experts on the funding of literacy programs, with two representatives from the public sector and two from the private sector: Karl Haigler, former director of the Adult Literacy Initiative, U.S. Department of Education; Garrett Murphy, director of Adult and Continuing Education Programs for the New York State Education Department; Christy Bulkeley, vice president of the Gannett Foundation; and Joe Dominic, program officer for the Pittsburgh Foundation.

Copies of the tape have been sent to PLUS task forces and ABE directors in each state. A copy of the tape can be obtained free of charge from these sources, or purchased at the address shown below:

Margot B. Woodwell, Director
PBS Project PLUS
WQED
4802 Fifth Ave.
Pittsburgh, PA 15213
412-622-1320

The Society for Nonprofit Organizations' publication, *Nonprofit World*, contains articles of interest to programs operating family literacy programs. An article on maintaining fiscal records, mentioned earlier in this guide, is an example. Included in issues of Nonprofit World is a catalog of service and product providers, ranging from consultants and market specialists to lawyers who work with nonprofit organizations. The society also maintains a resource center that publishes books on management of nonprofit organizations. A complimentary copy of *Nonprofit World* is available from:

Linda Preysz
Society for Nonprofit Organizations
6314 Odana Road Suite 1
Madison, Wisconsin 53719
800-424-7367

The International Reading Association tracks governmental activities related to family literacy and literacy in general. IRA's Washington office maintains up-to-date information about government policies and legislation that impact literacy programs. For further information, contact:

Richard Long
International Reading Association
Washington Office Suite 321
444 North Capitol St. NW
Washington, DC 20001
202-624-8800

Books are available that provide guidance in writing funding proposals. These books address such areas as: developing a conceptual model; writing program goals; identifying potential funders; and how to organize and write the funding proposal. Below is a list of some of the books that are available:

Total Proposal Building	Serving Your Organization's Future	A Guide to Proposal Writing	Grantsmanship
Richard Steiner	Michael Seltzer	Gary Green	A. Lauffer
(1987, 1988)	(1987)	(1988)	(1983)
Trestletree Publications	The Foundation Center	Amer.Assoc. for Ad. and Continuing Ed.	Stage Publications

Other publications are available from the Foundation Center and the Society for Nonprofit Organizations, mentioned earlier.

Developing a Proposal . . .

When Opportunity Knocks, Will You Be Prepared?

by Craig Boswell

It was a dark and stormy night . . .

Suddenly, a portly, middle-aged developer burst into my office. "Are you the babysitter?" he barked.

As I stood up, graham cracker crumbs fell to the floor. "Yes. Well, not exactly," I stuttered. "We don't consider child care as babysitting," I said, surprisingly bold.

"That doesn't matter," he roared. "I'm here because I've heard you're the best in town, and I have a business proposition for you."

"Please come in and sit down," I murmured while my tongue searched for the last graham cracker crumb. "Oh, sorry, let me move that xylophone. I've been meaning to fix it for the last three weeks," I giggled, in a manner reminiscent of my seven year old daughter.

"Boswell," he said without introduction or salutation, "I'm developing the largest research park this county has ever seen. I have contractual commitments with eight out of twelve large, and I mean large, companies. But the county commissioners are demanding that I provide some amenity parks, with tennis courts and walking paths. They also wanted a day care center," he said in disgust.

"Child care," I said. "We prefer to be called a child care center, not day care."

"That doesn't matter," he roared. "I've heard you're the best in town."

"And you have a business proposition?" I interjected.

"Well . . . yes, that's right," he stumbled with his thoughts. "I'll build this center the way you want it, and CAM charges from the big boys will help pay for your rent."

I was too intimidated to ask what CAM was and who the big boys were. (I found out later that CAM stands for Common Area Maintenance Fee. I think then it should be called CAMF. The big boys referred to the research companies that would be building or leasing the property.)

"So, Boswell, I need an operations proposal with technical and management procedures with a three-year projection. The county has established a review subcommittee that will oversee the proposal review. Oh, yes, they have a consulting company to review the child care issues and the total PUD (Plan Unit Development)."

"Hold it," I bellowed. "You'll have to go a lot slower. This is new ground, and I'm used to single digits and three-letter words."

He laughed, and the corners of his mouth reached to the bottom of his ears. "I don't have time now, but here's my card. Come over to the office where I can explain in detail what I need," he said. "What time can you come next Thursday?" he asked.

"I can come during nap time," I stated without thinking. "One-thirty," I responded after realizing what I had just said.

"Great! I will look forward to discussing this matter in detail with you, Boswell. It has been nice talking to you." He left quicker than he had arrived.

I sat quietly for about ten minutes. Then I began looking for my package of graham crackers.

The developer had presented me with a unique challenge — how to write a proposal in a manner that developers, commissioners, and consultants could understand. More importantly, how would I write a proposal that I could understand?

Understanding the Proposal

RFP (Request for Proposal) usually comes in written form, ranging in length from 1 to 101 pages. It is a document that outlines a problem and solicits proposals that explain how that problem can be solved. If the problem is how, when, where, and at what cost to establish a child care in the new area, the response could have many sections, and it could take weeks to complete.

An important point to make in the "art" of proposal writing is that most RFP readers are looking for a clean, well-written document that simply tells them what they want to know.

Things You Need

- ✔ Space to work
- ✔ Uninterrupted time
- ✔ Typewriter/word processor
- ✔ Binding machine and device
- ✔ Copy machine
- ✔ Resource files
- ✔ Calculator or computer
- ✔ Independent reviewer
- ✔ Vision and insight

Many proposal books and seminars advocate a team approach to proposal writing. My experience dictates that team members get in the way and ask stupid questions. My recommendation, therefore, is to sit down with the door shut and have a clear outline (along with a box of graham crackers). Then go for it!

The basic elements of your proposal should stand out when the document is completed. For example:

1. The proposal should be neat, clean, and easy to read.

2. Jargon should be eliminated. Terminology should be defined so the reviewer (builder) knows clearly what you intend by using certain words.

3. Communicate your message without putting the reader in a stupor.

4. Your language should communicate your enthusiasm for this project. Be positive.

5. Use supported assumptions:

   a. describe your organization clearly

   b. document the need in context, by describing how the "national issues of quality child care" relate to local efforts

   c. use tables and graphs sparingly and when you do employ them be sure headings clearly explain what is being presented

Outline

1.0 **Executive Summary**
1.1 Introduction letter
1.2 Board of directors' letter (optional)
1.3 History statement
1.4 Management commitment statement

2.0 **Technical Section**
2.1 History
2.2 Management team with organization chart
2.3 Administrative policy
2.4 Management challenge statement
2.5 Time line
2.6 Early childhood quality guideline

3.0 **Management Section**
3.1 Personal and compensation package and job description
3.2 Staffing ratios, staff supervision, and staff retention
3.3 Inservice training guidelines and professional advancement
3.4 Program information
3.5 Philosophy overview
3.6 Curriculum statement
3.7 Explanation of daily curriculum
3.8 Center/parent relationships
3.9 Health and safety
3.10 Children with disability condition statement
3.11 Food program and procedures/menu
3.12 References (at least five)
3.13 Personal resume

4.0 **Cost Section**
4.1 Marketing plan
4.2 Budget/item description
4.3 Equipment/supply cost
4.4 Proforma — three year projection
4.5 Sample of parent tuition, handbook, registration
4.6 Schedule for obtaining licenses and insurance with cost breakdown

5.0 **Appendix**
5.1 Sample of parent handouts
5.2 Sample of infant information sheets
5.3 Sample of newspaper clipping of school's program
5.4 Sample of medication authorization forms

5.5 Sample of school/teacher evaluation forms
5.6 Sample of posted preschool curriculum outline

This article does not afford me the capability to describe in detail the subtopics of each section outlined above. However, I will briefly review a few.

1.4 — Management commitment statement is a subtopic that pledges your expertise to long-term operations, realizing your past experience and future goals in early childhood education and child care operations. Furthermore, it acknowledges the tremendous challenges that lie ahead in the planning, start-up, and long-term operations.

Details and concerns can be elaborated upon — e.g., "Our experience has determined that organizations outside the scope of early childhood education have a difficult and costly time of setting up, operating, and maintaining the type of quality center they envision. A management team that is educated, trained, and experienced can cut through the problems that arise and focus their energy and resources in maintaining the elements that are associated with quality, staff training, low teacher turnover, and a low child to teacher ratio."

2.3 — Administrative policy. This section allows for explanation on multiple site operation and the manner of hiring, training, and supervision of middle management and faculty staff — e.g., "During the start-up phase, the executive director will be on site, hiring, training, and supervising the teachers. The on-site director will be trained at our nearest child care center under current child care management. The hiring and training will occur well in advance of children's entering the school. After the school is operating satisfactorily, the executive director will maintain an inservice education, monitoring, parent-board participation schedule that is satisfactory to both the staff and the parents and the parent advisory council."

3.2 — Issues regarding **ratio, supervision**, and **retention** will always be foremost on a reviewer's mind. You must provide details on how your child care company can provide solutions to these significant concerns — e.g., "Although the staff turnover rate is a natural issue as it relates to child care, our child care has had the fortunate

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opportunity to retain most of the staff throughout all its center(s)." The retention is achieved through the following reasons:

✔ Higher salaries than the local average.

✔ Insurance benefits — health, life, dental, and maternity.

✔ Staff child care at a significantly reduced rate. Food is provided free while staff is working.

✔ Paid vacation and ten days for major holidays during the year.

✔ Creative expression through involvement in curriculum.

✔ Inservice training and recognition of completed tasks.

✔ Involvement with an organization where the primary directive is to provide the best learning and caring environment possible for young children.

4.4 — **Proforma** (budget) and three projections are critical information for any developer or banker, but most important for the financial feasibility of the new center. The proforma is used to illustrate the connection between child ratio, teacher salary, staff benefits, cost of living, and parent tuition. Remember to factor in cost of living increase for the staff/faculty and parent tuition increases throughout the next three years.

General Proposal Checklist

1. Acknowledge receipt of the RFP to developer.

2. Determine qualification and commitments.

3. Consult informally with board of directors, trustees, owners, or husband/wife, etc. to determine your commitment to the new project.

4. Make copies of RFP (used for working copy).

5. Make formal presentation to decision makers in your organization.

6. Decision makers' — e.g., board, trustee, owners, etc. — signatures of support.

7. Plan response time and deadline.

8. Identify and allocate supplies and support.

9. Outline RFP tasks.

10. Secure work space.

11. Develop proposal writing and assembly schedule.

Proposal Writing Checklist

✔ Cover letter

✔ Letter of support from "decision maker"

✔ Table of contents

✔ Executive summary

✔ Technical section

✔ Management section

✔ Cost section

✔ Appendix

One final thought: Always use the over-night express mail (I use Federal Express). They keep terrific records on time, date, receiving signatures, etc. That doesn't mean that you need to wait until one day before the deadline. However, I've never met a time-compulsive early childhood educator. But you and I both know if it weren't for deadlines, taxes, payroll, board reports, and RFPs would all be sitting on our office floor with the xylophones.

Craig Boswell, Ph.D., has been active in child care and early childhood education for the past 20 years. He is currently an assistant professor at the University of Central Oklahoma.

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Selected ERIC Abstracts on this Topic

The following bibliographical entries are selected from the ERIC database. The articles themselves should be available at any education-related library, or through interlibrary loan. They can also be purchased directly from ERIC by calling the ERIC Document Reproduction Service at 1-800-443-ERIC.

Record 1 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED385623
AU - PERSONAL AUTHOR: D'Angelo,-Diane; And-Others
TI - TITLE: Resources for Recruiters.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): RMC Research Corp., Portsmouth, NH.
PY - PUBLICATION YEAR: 1995
NT - DESCRIPTIVE NOTE: 148 p.
PR - EDRS PRICE: EDRS Price - MF01/PC06 Plus Postage.
AB - ABSTRACT: Recruitment of participants is a long-standing practice for many programs serving children and families, although the way in which it is approached varies greatly. This volume is presented as a practical tool for practitioners to use in systematizing their recruitment efforts. Section 1, "Reaching Diverse Families," contains an interactive workshop, with presenter's guide, overheads, and handouts. It is designed for all program staff, realizing that all staff members represent the program at some time. The workshop is planned to guide participants in developing a comprehensive recruitment program. Section 2, "Communicating with Families and Community Partners," represents the tool kit section, with a series of tip sheets offering guidance on how to write effectively for parents, advertise a program in one page or less, use the media effectively, develop focus papers, and use newsletters. Section 3 presents additional resources, offering a quick reference list of 31 resources, an annotated bibliography of 30 items, and a list of 17 resource organizations. Nineteen overheads and 6 tip sheets complement the workshop presentation. (SLD)

Record 2 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED379709
AU - PERSONAL AUTHOR: Macfarlane,-Eleanor-C.
TI - TITLE: Boost Family Involvement: How To Make Your Program Succeed under the New Title I Guidelines.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Agency for Instructional Technology, Bloomington, IN.; ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Indiana Univ., Bloomington. Family Literacy Center.
PY - PUBLICATION YEAR: 1995
AV - AVAILABILITY: ERIC/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407-5953 (order no. F3-AG63: $16).
NT - DESCRIPTIVE NOTE: 85 p.
PR - EDRS PRICE: EDRS Price - MF01/PC04 Plus Postage.
AB - ABSTRACT: This booklet guides educators in developing the family involvement part of a Title I program proposal. The booklet presents a checklist based on the new Title I Parental Involvement guidelines, many sample forms, sample school district parental involvement policies, sample program descriptions, and an overview of some research in parental involvement. After an introduction, sections of the booklet are New Title I Guidelines for Parental Involvement; Developing the Parental Involvement Components of Your Title I Proposal; Suggestions for Reaching "Hard-to-Reach" Families; and Strategies for Low-Literacy Families; Ideas You Can Use: Examples of Parental Involvement Programs That Work (and a Few That Don't). Contains 26 references. A 34-item annotated list of materials for parents, and a 40-item list of organizations are attached. (RS)

Record 3 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED362892
AU - PERSONAL AUTHOR: Hall,-Mary-S.
TI - TITLE: Getting Funded: A Complete Guide to Proposal Writing. Third Edition.
CS - INSTITUTIONAL NAME (CORPORATE SOURCE): Portland State Univ., Oreg.
PY - PUBLICATION YEAR: 1988

AV - AVAILABILITY: Continuing Education Publications, Portland State University, P.O. Box 1394, Portland, OR 97207 ($23.95 plus shipping/handling).

NT - DESCRIPTIVE NOTE: 215 p.

PR - EDRS PRICE: Document Not Available from EDRS.

AB - ABSTRACT: Based on the two assumptions that there is social value in writing proposals to seek funding and that there is no special mystique about proposal writing, this book provides step-by step guidance from idea to finished proposal. The book is divided into two parts. Part 1, "The Preproposal Phase" deals with the planning and information collection which should be accomplished prior to the actual writing of the proposal. Part 2, "The Proposal Phase" deals with the actual writing of the proposal, with each chapter focusing on one of the specific components that form part of every proposal. Chapters in the book are: (1) Proposal Ideas; (2) Assessing Your Capability; (3) Developing the Idea; (4) Selecting the Funding Source; (5) Writing the Proposal; (6) Title Pages, Abstracts, and Accompanying Forms; (7) The Purpose; (8) Statement of Need; (9) The Procedures; (10) Evaluation; (11) Dissemination; (12) Qualifications; (13) The Budget; and (14) Review, Submission, Notification and Renewal. (RS)

Record 4 of 4 - ERIC 1992-6/96

AN - ACCESSION NUMBER: ED361114

AU - PERSONAL AUTHOR: Pomeroy,-Johanna

TI - TITLE: How To Write a Mini-Grant Proposal.

PY - PUBLICATION YEAR: 1993

AV - AVAILABILITY: Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520 ($2.95 plus $1 shipping and handling. Discount price of $2.25 each for orders of 15 or more copies).

NT - DESCRIPTIVE NOTE: 17 p.

PR - EDRS PRICE: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AB - ABSTRACT: Designed for educators at all levels, this booklet offers guidelines on developing proposals for mini-grants. An introductory section underscores the importance of involving those colleagues who will be affected by the project and allowing enough time to develop the proposal. The remainder of the booklet is divided into nine sections. Number 1, "Getting Started" describes the steps in preparing a winning proposal and suggests a timeline; (2) "Writing the Mini-Grant Proposal" gives an outline to follow and explains each component; (3) "Search Strategies" suggests a way to locate funding sources, starting at the local level; (4) "The Pre-Proposal Contact" tells how to get the information needed to tailor a proposal to the requirements of a particular funding source; (5) "Avoiding Pitfalls" gives suggestions on how to avoid some of the most common mistakes made by grantwriters; (6) the "Sample Mini-Grant" is a proposal for a project, with each section annotated to reinforce what should and should not be included; (7) "The Award Decision" discusses what to expect after the funding source makes its decision on the proposal; (8) "Managing Your Grant" lists suggestions for organizing and operating the project; and (9) "Resources" lists directories and other sources of information about grants and 15 corporations with a history of funding educational projects. (AC)

EXAMPLE PRACTICE EXERCISE FOR MODULE 3

MODULE 3 – PROPOSAL WRITING

Write notes outlining a proposal narrative for a family literacy program in Grand City (described below). Include notes on the need for the program, the funders and partners to be involved in the program, the facilities needed for the program, when and how often families should be involved, outline of curriculum, and recruitment strategies.

Grand City

In three areas of Grand City's public housing, there are a large number of single-parent families with young children. The average age of the parents is in the mid-20s, nearly all of them are women, and most of them have two or three children aged 5 and under. Nearly all are unemployed and on public assistance, and over half did not graduate from high school.

The city school board is very concerned about the lack of readiness for school and the low achievement of children in the early grades of the city's elementary schools. Local businesses are finding it difficult to recruit employees with good basic skills in reading, writing and math.

You work for an area literacy agency that wants to bring these parties together to set up a family literacy program that meets their concerns and helps these families.

Example practice exercise

Need for the program:

children — pre-school to prepare for start of school (group socialization, pre-reading and -writing);
parents — academic and life skills for greater participation in society, including GED preparation and workforce readiness; parenting skills, including teaching their children and relations with school;
families — parents and children learning together (reading, playing, etc, and taking practices home)

Funders and partners:

city school board—in-kind contributions (premises, teachers, books, computers)
chamber of commerce—funding, links to businesses, computers
state government—funding through workforce development department
federal government—funding through Even Start program

Facilities:

For the three main concentrations of need (in the public housing areas), set up three centers, each with provision for both adult and early childhood classes. (Use school premises, community centers, etc, as available.) Start with one adult educator and one early childhood educator at each site, in two rooms set up for adult education (GED books, parenting books, computers, etc) and for early childhood education (play areas, kitchen, building blocks, children's books, etc). Plan on 10-15 families per center.

When and how often families are involved:

The centers could operate three to five days a week (depending on funding), because nearly all potential parent participants are unemployed. Plan on operating throughout the

school year, to allow time for parents to earn their GED. The children will also benefit from such frequent and long-term pre-school education.
Timetable a normal school day into separate classes for parents' adult education and children's pre-school, and combined activities such as family reading, educational games and fantasy play.

Outline of curriculum:

Parents—academic adult education (reading, writing, math, GED preparation), life skills (employability, dealing with bureaucracy), parenting skills (giving children positive feedback and encouragement, cultural differences, peer discussions).
Children—pre-school (imaginative play, songs and games to learn letters and numbers).
Families—reading together, playing educational games and make-believe together.

Recruitment strategies:

These will need to be very positive and thorough in order to attract parents whose experience of education was probably not good and for which education may not be seen as a priority. Radio and television public service announcements can be a first way of making people aware of the program, followed up by leaflets and posters in the public housing areas and in welfare offices. Because the potential participants are located in a small geographic area, program providers will work through building committee members to convince them to publicize the program door-to-door within their buildings. Program providers will accompany the members to answer specific question about the program and its purpose. Also early recruits to the program will be asked to be advocates in their localities to attract other families to join the program.

S.P.A.R.K.S.

An Intergenerational Activity Program

Proposal to the Barbara Bush Foundation

Mary Lenaburg
L530
Diana Brannon
August 1, 1994

SPARKS

An Intergenerational Activity Program

Proposal to Barbara Bush Foundation

As a result of the Family Literacy class at Indiana University, Bloomington, Indiana, the SPARKS program developed as an adjunct to the Family Relations Class at Central High School. While recognizing the need for such a program, the method and means of acquiring the program were not clear. Just as the program name implies, the sparks of imagination ignited and the impetus for writing a proposal to the Barbara Bush Foundation was just what was needed!

Collaboration with the PERC program at Calumet College of St. Joseph has resulted in the attached proposal. While the initial plans have been modified slightly to accommodate all linkage agencies, the original goals and objectives remain the same. Times and dates have been adjusted to include Saturday activities.

The proposal was well-received by the cooperating community agencies and their support is appreciated. Although this proposal was quickly assembled, the need is so great and the possibilities are so real, the actual writing of the proposal seemed to flow when Dr. Kisisel and I met . The attached proposal is the result of many afternoons and evenings of discussions, writing, rewritings, phone calls, and personal visits. We are very hopeful of our project being funded. We are very proud of our attempt to provide a much needed service to our community.

1. Organization's Background and the Need for the Proposed Project

*Overview of the Parent Education and Resource Center (PERC)

The Parent Education and Resource Center (PERC) at Calumet College of St. Joseph (CCSJ) was established in 1987, by its current director, Elaine Kisisel, based on a researched need for such a service in Northwest Indiana's Lake County. As a non-sectarian outreach program and resource center, PERC provides support and education for parents and professionals, regardless of race, religion, or socioeconomic status through a variety of programs and services fostering family literacy and advocacy initiatives, by providing education to empower parents, educators, child care workers, social & health service workers. Among these programs is the Family Relations Course.

*Background Information on the Family Relations Course

Lunch and Learn, predecessor to the Family Relations Course, began in 1989 as a series of 14 lunch hour workshops geared toward teen parents returning to East Chicago Central High School (ECCHS) following the birth of their children. Each semester approximately 16 students attended on a voluntary basis to learn about parenting issues related to child development, health and nutrition

The program was incorporated into the ECCHS curriculum in 1992 as a one-credit Family Relations course and continues to be taught by PERC [illegible]rent educators, stressing effective primary prevention parenting skills based on child/parent developmental stages and family relationships as well as teen issues such as health and nutrition, career/job planning, and post-secondary education. In addition, the teen parents complete weekly "Make & Take" literacy projects for use with their children. Children attend monthly sessions with their parents where the importance of parent/child interaction, family literacy, and learning through play are stressed. This project has been funded with monies from Northwest Indiana Healthy Start Project ($14,250.00 annually) and the Indiana Department of Family and Social Services Administration ($4,365.00 annually). Funds are not available from these sources to expand the program to meet the needs of the group of unserved teen parents, therefore this proposal is being submitted.

*Statement Of Need

East Chicago is involved in the federally funded Northwest Indiana Healthy Start Project, which is designed to ameliorate disproportionately high rates of infant mortality and maternal-child health problems. A microcosm of the city exits in ECCHS with approximately 100 teen mothers or mothers-to-be enrolled in any given school year. These ECCHS students/parents typically live in poverty and reflect the ethnic make-up of its community: 60% are Hispanic, 30% are African American, and 10% are Caucasian/Non-Hispanic. This target population is at greatest risk for poor health, inferior education, limited post secondary opportunities, and nutritional, emotional and behavioral disorders.

ECCHS also has one of only four Indiana school-based clinics (CLASS) offering a broad array of health services to students. While the staff is sufficient and well-trained to handle health concerns, there is limited opportunity to provide on-going parenting information that would lead to self-help, increased family literacy, and better knowledge of growing infants/children.

In a survey of parents conducted by the Lake County Step Ahead Council during the summer of 1992, 835 families with children less than 13 years of age defined their major service needs as programs for parent education and family literacy. With the above information, PERC implemented initially Lunch and Learn, and then, the Family Relations course:

Family Relations program has been well received by participating teen parents as well as by the ECCHS faculty, staff, and administration. Of the 63 parents who participated in the project during the past two academic years, 100% of these students have remained in school to complete their high school education or have graduated.

Only 63 of the eligible 200 ECCHS teen parents were enrolled in the Family Relations Class during the past two years at ECCHS; meaning only one-third of eligible students were able to participate mainly due to scheduling difficulties for fulfillment of graduation requirements. An informational survey of the students who were affected by this scheduling indicated that these students participate in an after-school version of the program if home transportation were provided.

2. Project Purpose and Objectives

The purpose of this project focuses on the following:

*to expand the Family Relations Program to include an after-school component (SPARKS) addressing the needs of students from the other two-thirds of the teen parents unable to participate in the school day program.

*to strengthen the current program by including increased intergenerational parent/adult/child activities which would take place outside of the regular school day.

The concerns of transportation and safety are frequently given by low income teens as reasons for limiting participation in after-school activities. This project would address these obstacles and concerns by providing transportation home for students from SPARKS classes.

Since this intergenerational project would operate outside of the regular school day, parent/adult/child activities, family events, and field trips designed to promote family literacy and strengthen the interaction between parent/adult/child would be components of this project.

The objectives of this project would include the following:

**Objective 1

To recruit teen parents from ECCHS to participate in the SPARKS

Strategies

Informational flyers regarding SPARKS would be provided to all high school counselors for dissemenation during scheduling appointments with interested students attending an orientation for registration. Facilitating this meeting will be the family literacy instructor (Mary Lenaburg), the PERC parent educator (Geneie Dilts) and the project director (Dr. Elaine T. Kisisel).

Documentation of Results

ECCHS Counselor logs, SPARKS registration applications, and attendance forms would be used.

**Objective 2

To increase the quality and quantity of interaction between parents/adults/children participating in the project.

Strategies

Bimonthly parent/adult/child activities would be conducted on Saturday mornings at the ECPL. These family literacy activities would incorporate SPARKS course content. It is important to include the care-giving adult, i.e. adult, (persons caring for children while teen parents are in school) because they are often relatives/friends interacting regularly with the children. The purposes of these meetings will be as follows:

*to introduce parents/adults to outings/activities fostering positive interaction with the children.

*to allow parents/adults opportunities to practice and assimilate curriculum concepts

*to provide a means of support and networking for SPARKS parents/adults

Documentation of Results

Anecdotal notes and videotapes of parent/adult/child interaction by SPARKS instructor, and PERC parent educator, student discussions in SPARK classes, and documentation of parent practices in student daily journals will be used.

**Objective 3

To provide parents/adults with information that will enable them to become more confident and competent in their roles as teen parents/caregivers.

Strategies

SPARKS will provide information and resources to parents/adults assisting them (a) to provide an environment promoting the development of literary skills, (b) to understand the adolescent development, (c) to encourage the positive interaction of parent/adult/child, (d) to educate parent/adult on health, nutrition,discipline, and other important issues. Course content has been developed on the basis of the needs of other teen parents/adults as well as with the expertise of SPARKS instructor and PERC parent educator. A survey will be given to parents/adults during the SPARKS orientation sessions to further define needs, and the ongoing dialogue between students/adults/instructors will furnish additional information.

Documentation of Results

Weekly quizzes, student journal notes, and SPARKS discussions will be reviewed for determining effectiveness of the program

**Objective 4

To enable students to complete their high school educations by strengthening their (a) knowledge and confidence in their role as teen parents, (b) their ability to access necessary information and services through community resources and community services, and (c) relationships with high school professional personnel.

Strategies

Information on parenting issues, child development, and community services and resources will provide students with realistic ways of confronting teen parenting stresses. Alternatives to quitting school when stressful situations arise can be investigated by students with the support of the SPARKS instructor, PERC parent educator, school counselors, and community resource personnel.

Documentation of Results

Student attendance, participation in graduation, student meetings with counselors, SPARKS instructors, and PERC parent educator, and student visits to community resources will be used as evidence.

3. Project Design

SPARKS would expand upon the current Family Relations Course being offered during the regular school day. Teen parents would meet with their instructors two days per week directly after the regular school day from 2:30 to 4:00. Bus transportation would be provided home for students after each session. The project would run for five months and provide services to 30 teen parents and their children during each of two five-month sessions. The first session would begin in ;February, 1995 and end in June, 1995. The second session would begin in September, 1995 and end in January, 1996. A total of 60 students would participate in the program. The focus of SPARKS would be content from the Family Relations course. In addition to after-school sessions for parents, bimonthly parent/adult/child activities would be conducted on Saturday mornings from 10:00 to 11:30 at the ECPL. Project Director and SPARKS instructor would work collaboratively with the Family Relations instructor in the planning and implementation of these activities.

Instruction for parents/adults would be provided through discussions, role playing, hands-on experiences with community resource agencies, modeling by the instructors, and informal and formal presentations by the instructors as well as be guest speakers. Activities would be planned for the children that provide them with developmentally appropriate, hands-on activities. SPARKS and PERC instructors would provide teen parents with experiences that will enable them to become competent and confident in their relationship with their child.

ECCHS would report attendance, retention, and academic information about SPARKS participants.

4. Project Staff

The project would be directed under the leadership of Dr. Elaine T. Kisisel. Mary Lenaburg would be the instructor of SPARKS, and Geneie Dilts would be instructor of the Family Relations Class. Formal weekly meetings will be facilitated by Dr. Kisisel to monitor the progress of the project.

Description of Personnel

* Project Director Elaine Kisisel, will assume the responsibility of administrator.

* Project Instructor Mary Lenaburg will work to coordinate all aspects of the instructional component with Dr. Kisisel, Mrs. Dilts, high school staff, public library, personnel, community agency, and resource persons.

PERC Parent Educator Geneie Dilts will be the instructor of the Family Relations Course.

Qualified child care workers/aides will be hired to assist with the set up, implementation, and care of children during the Saturday parent/adult/child activities.

Volunteers will be recruited from Project Impact to assist with Saturday activities. Also, the Calumet Area Literacy Council members will work with individual parents/adults who want to improve their literacy skills.

Regular staff development activities focusing on relevant topics will be provided through the PERC.

*See attachments for resumes.

5. Project Evaluation

The SPARKS project would be evaluated using the following methods/instruments:

a.. Weekly teacher-made quizzes on curriculum content.

b. Small group and individual discussions with the instructor, guest speakers, and other students.

c. Student journals describing home activities and interactions with their children.

d. Anecdotal records that are maintained by the instructor on parent/child interactions during Saturday sessions.

e. Student school attendance records.

f. Student academic progress. (i.e.: grades)

g. Weekly student evaluations of course content.

The primary method of evaluation would be through the use of naturalistic and participant-orientated evaluation. This type of evaluation would be used because of its focus on

The long term effects of this project would be captured through the following means:

1. The number of participants who remain in school through graduation.

2. Monthly follow-up meetings that will be conducted by SPARKS instructor during the year following the completion of SPARKS.

6. Project Site

Both ECCHS and ECPL would be the sites for SPARKS, due to their accessibility for students as well as their available space. Appropriate furnishings and audio visual materials are available at both sites. Office space for staff meetings is available at PERC/CCSJ.

7. Community Support

Formal linkage have been established with Northwest Indiana Healthy Start, Planned Parenthood, CLASS, The American Red Cross of Northwest Indiana, The Calumet Area Literacy Council. These organizations will provide guest speakers to SPARKS on issues related to teen parenting and give follow-up on referrals, when necessary.

The ECPL and the ECCHS would provide project space, and their staffs would collaborate with SPARKS personnel regarding program progress. The Calumet Area Literacy Council would provide individual parents/adults tutoring to students who may have low literacy skills.

8. Future Funding Plans

PERC projects rely on grant money to fund all projects and PERC staff are continually seeking sources of additional funding for programs. A list of possible funders to support this project after its first year operation has been developed.

9. Budget

Calumet College of St. Joseph (CCSJ) will act as fiscal administrator of the grant. The CCSJ Comptroller's Office will maintain and update all financial records for the project.